

CONFERENCE DIARY

A relish for Greens

We could be hearing more of NUT president Gordon Green in years to come. We will almost certainly be hearing more of his wife.

Mr Green has impressed this week both with his impassioned presidential address and his sure but good-humoured control of conference proceedings. There now seems to be a growing belief that he is considering standing for the post of NUT general secretary in a few years' time when Fred Jarvis moves towards retirement age, though, of course, he would not be the only candidate.

As well as being president, Mr Green is one of the "Gang of Four" elected officers of the NUT, the others being Messrs Winters, Griffin, and Richardson, who have had a huge role in planning the union's salaries strategy, sometimes to the chagrin of other members of the executive who are beginning to feel a bit left out.

As for Gordon Green's wife Brenda, she is likely to be doing a bit of headline-grabbing herself soon. A former teacher and author of a number of educational books, she is now writing a study of the prime minister which she

hopes will be published before the next general election. This particular study of Mrs T will most definitely not be marketed by Santchi and Santchi.

Mrs Green has consulted two senior psychiatrists on the PM's character and she is quoted in the *Birmingham Post* as saying that Mrs Thatcher is to her "a Hitler but more plausible" and "an oddball since childhood". Mrs Green adds: "She was a weird girl, she didn't mix with anybody, had no friends and wandered around the streets with her nose in the air".

She told me that she had been studying Mrs Thatcher for some years and had concluded that a whole cottage industry was busy manufacturing myths about her. But she stressed that her husband was not collaborating on the book. "My views are not necessarily those of the management," she said.

Notably unimpressed is Birmingham Conservative MP Anthony Beaumont Dark who describes the venture as an impertinence, adding: "I would have hoped Mrs Green would have consulted a psychiatrist on her own account."

Calling a truce

One of Gordon Green's significant remarks of the week may prove to be the one he made at a private reception given by the Inner London Teachers' Association where he said it was time for the ILTA and the NUT executive to stop sniping at each other.

There is no doubt that the union's biggest branch has been at odds with the NUT executive and its own am-
just over two years ago, Mr Bob Richardson lost his post as ILTA general secretary signalling the end of the coalition of Communist Party and right-wing Labour which had led London's teachers. Though he is next year's NUT president, Mr Richard-

son's relations with the ILTA are nearly non-existent. He has not been seen at one of their meetings for ages.

Shortly after Mr Richardson's departure, the new ILTA turned down the offer of what seemed to be a remarkably generous "London contract" by the ILTA, the issues of redeployment and lunchtime supervision proving the sticking points.

Many on the NUT executive have become fed up with the amount of conference time in recent years taken up with Inner London battles, particularly as they regard ILTA's provision of terms of employment and pupils' discipline and discipline.

But what has become clear at this week's conference is that the ILTA could be changing. Though it favoured disruption of exams as part of the pay campaign and strike action over rate-capping, the 1985 ILTA which has now removed Rleser for the more moder-



Script for orang-utans? One delegate who donned a gorilla suit seemed to agree.

Monkey business

Employers' leader Philip Merridale did not exactly help to foster harmonious relations between management and teachers when he told the *Sunday Times* after Gordon Green's speech that: "One might as well script a conference for a group of orang-utans."

My dictionary tells me that an orang-utan is a "wild man of the woods, a large red-haired arboreal anthropoid ape".

The laws of libel prevent me speculating on who Mr Merridale might have had in mind. It's true that there were a number of wild men and indeed quite a few wild women at this year's conference, but I don't recall any of them having red hair.

If nothing else Mr Merridale has assured himself of one thing by his remark. As the NUT president himself pointed out, guerrilla action in Hampshire next term now looks a certainty.

ate figure of Mike Loosely seems to be a little more conciliatory. One of the planks of the new programme is to recognize the Government rather than ILTA as the enemy.

And their press officer Julia Alterman, a member of the Communist Party of Great Britain/Marxist Leninist, makes a convincing case that London's teachers are now behind policies that might once have been regarded as extreme. In her own school, Southfields, the staff voted 59-0 in favour of the pay campaign involving disruption of exams.

It does look as though in the next troubled year in the ILTA, it and ILTA might actually be able to work together. Some observers though fear that the authority has had a long and hard battle over rate-capping and it might be a little too late for the cavalry to come galloping gallantly to their aid.

Changing sides

No truer words were spoken at conference than those by executive member and chair of the union's equal opportunities committee, Mrs Margaret Raff. Mrs Raff, who spoke eloquently and decisively against disrupting exams, said at one point this week: "I could not go back to my school next week and argue such a policy."

Indeed she could not. Unbeknown to most of conference, Mrs Raff, a NUT executive member for the last five years, starts a new job on Monday as an adviser with the Manpower Services Commission with special responsibility for in-service training of teachers for the TVEI. She is officially on a two-year secondment, but the salary jump that working for the MSC entails makes it unlikely that she will ever return to teaching in her Hampshire secondary school.

It is in fact the same school where former NUT president Jack Chambers used to teach before he, too, joined the MSC last year as a consultant on the TVEI.

Mrs Raff said this week: "Jack and I worked together for a very long time in the same school and really, personally, what is now called pre-vocational work."

She is not unaware that the MSC is not the most popular organization with the NUT at the moment. "I guess most people, even on the executive, would not approve of what I'm doing," she told me, "but a number of people have expressed the view that it's good to have someone there who is an educationist and whom they regard as trustworthy. The union has had to come to terms with the fact that those of its members who have become involved with TVEI have become seized with and very enthusiastic about it."

It will become newsworthy only to other people's misprints. It is hard to resist this one by the *Sunday Times*. Their copywriter spelled out their strategy in the salaries battle: "There is No Room For Error in Our Campaign."

David Lister

NOTICEBOARD

PEOPLE



Mr Robin Ratcliffe (above), on secondment to the Spencer Park teachers' centre, to be head of Denebury primary school, south-west London.



Mrs Tina Edwards (above), acting deputy head of Mayfield primary school, Shropshire, to be head of Wootton primary school, Poplar.

Director of the Centre for Advanced Welsh and Celtic Studies from October.
Professor John Phillips, Director of Research and Wollston Professor in the Wolfson Institute at the University of Hull, to be Vice-Chancellor of Loughborough University of Technology from January.

CONFERENCES

May 2 SCETI conference on in-service education and training of teachers. Fee £16 members, £20 non-members. Details: SCETI conference on in-service, Mander Hall, Hamilton House, London WE1 9BH.

May 4 Conference in Birmingham of Teachers of Regional and Local History in Tertiary Education. Seminar on "Local history teaching: coming to terms with the microcomputer," will consider how to use data base programs to draw on material extracted from parish registers, census enumerations, schedules and trade directories, at primary and secondary levels. Details from Dr M Rowlands, Newman College, Gomersl, Lane, Bartley Green, Birmingham B32 3NT.

May 10 Open Learning Federation Annual Conference at the Scottish Council for Educational Technology, Doyne Hill, Glasgow. Speakers include David Tinsley and Michael Barton, Open Learning Federation, Vauxhall College, Belmont Street, Wandsworth Road, London SW8 2JY.

May 11 National Council for Special Education North Yorkshire branch conference on "Creative arts for children with special needs." Details from Mrs A Esherington, Storm House School, 134 Barnsley Road, Waltham-on-Avon, S Yorks.

May 11 Institute of Health Education conference on Health Promotion: "What is it about?" at the Health Education Centre, 78 New Oxford Street, London WC1 at 2pm. Admission free. Details of this meeting and membership from Dr L Barle, 14 High Elm Road, Hale Barns, Cheshire enclosing SAE.

EVENTS

April 12-20 Joyce Grenfell Festival at Clevefmont Fan Court School, Essex, Surrey. Includes workshops and performances in music, drama, dance and mime for all ages. Programme details from the school, Box office Essex 64738.

May 11 Seminar on young people's literature in the languages of the Asian sub-continent at the Commonwealth Institute jointly organized with the South Asian Literature Society with Farukh Dhoody, Silebi Raychaudhry, Ralph Russell and Benjamin Ash. Fee £25. Details from Indira Nandha, Education Department, Commonwealth Institute, Kensington High Street, London W8 7AQ or 145 4845.

May 15 A one-day session for sixth-formers and their teachers on Buddhism to be held partly at the School of

Oriental and African Studies, Malet Street, London WC1 and partly at the British Museum. The day will consist of films and gallery talks. Details from the Extremal Division, SOAS, Malet Street, London WC1.

COMPETITIONS

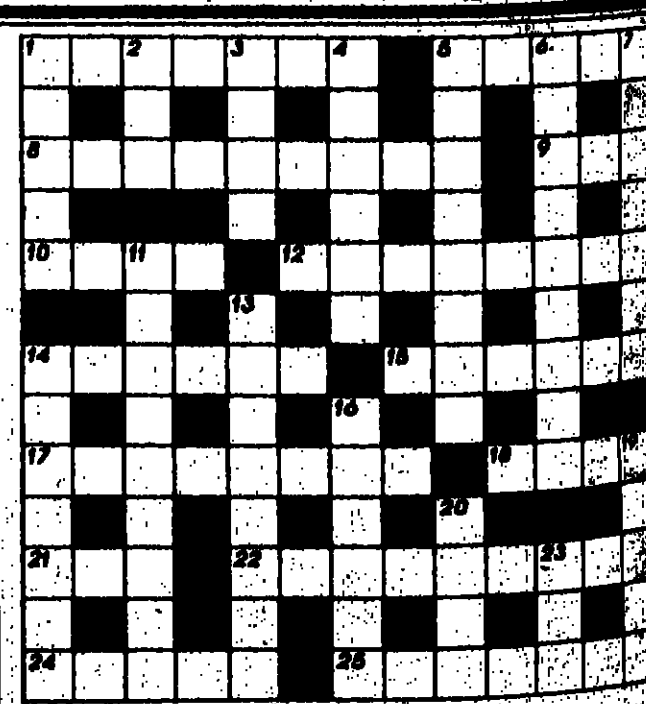
Slide Photography The Royal Photographic Society slide competition has a new category for UK photographers under the age of 18. It's a young world. Entry is free and there are cash prizes of £100 and £50. Young people are also encouraged to enter the senior categories, for which there is an entry fee. Full details and entry forms from Valerie Joyce, Kynon UK Ltd, Konishi House, 150 Hampton Road West, Farnham, Middlesex TW13 6BH or phone 01-751 6121. Closing date August 31.

PUBLICATIONS

CPVE First report on a pilot describes the south-west Leicestershire area pilot CPVE: the area, the background, the target group, staffing and parental involvement and its structure and future developments. The booklet costs 45p and is available from The Library, Hinkley College of Education, Hinkley, Leicestershire LE10 1HQ.

Royal Institution Lectures A leaflet giving details of the April to September programme of lectures, group talks and research seminars is available. Price 25p from the Administrative Secretary, The Royal Institution, 21 Albemarle Street, London W1X 4BS.

No 198 CROSSWORD by Rufus



Across

- 1 Score-book? (7)
- 2 Play some instruments (5)
- 3 Dog food dropped from back of cart (4-5)
- 4 An old boy (3)
- 5 People in competition (4)
- 6 A number making a living in education (4)
- 7 Nigel's one and only composition (6)
- 8 Defect in the host firemen use (6)
- 9 He's concerned with his image, being badly reflected (8)
- 10 Used for picking up military equipment (6)
- 11 Put a foot wrong doing stuff about (7)

Down

- 1 Change later, or change now (5)
- 2 Letter used in teaching Greek (3)
- 3 Inhuman boss (4)
- 4 A service the aboriginal takes comfort in (3-3)
- 5 Genuine support for a team of stars (6)
- 6 A lawsuit about what has been left behind (9)
- 7 Controlling factor (5)
- 8 Crowd study the (9)

THIS WEEK

- | | |
|---------------------------------|--------|
| COMMENT | 2 |
| PRIMARY SCHOOL TO WORK | 13 |
| OVERSEAS NEWS | 14, 15 |
| LETTERS | 16, 17 |
| TALKBACK | 18 |
| MARY, NOTICEBOARD AND CROSSWORD | 112 |
| CLASSIFIED | 32 |

David Lister on Labour's Charter for Pupils and Parents: 3

On test - US style! Hilary Wilson on how teachers are assessed in the US: 5

Key judgement Patricia Rowan looks at a court case with major implications for secondary reorganization: 6

Labour charter

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Platform

Colin Lacey warns against proposed changes to PGCE courses: 4

One step ahead

The remarkable performance of the Leeds Middle School (picture) which won seven of the 30 places in the new National Youth Drama Company: 20



Books in class

What is women's history? Juliet Gardiner reports on the debate as it percolates through to school textbooks. Nick Baker reviews the *Sunday Times* National Student Drama Festival. Gillian Peels on political ideologies. Sheila Mackay on Katherine Mansfield. Philippa Davidson previews Schools from North: 22-26

Resources/Video/Media

Victoria Neumark on the Peis Exhibition at the Natural History Museum; reviews of videos on smoking, knitting; and George Orwell; Susan Thomas reviews a TV series on wildlife and accompanying computer programs: 29-31

EXTRA Home Economics 31-62

Educational Supplement

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Strike call to pupils condemned by Labour

by Mark Jackson and Richard Garner

Labour's leaders denounced this week the attempt by the party's Militant youth wing to get school pupils to strike in support of their teachers' pay claim.

The strike call came through the Youth Trade Union Rights Campaign, a group of young people, to fight for better training and jobs for young people. It is calling on fourth and fifth formers throughout England and Wales to stay away from school next Thursday afternoon.

The Young Socialists, who say that the strike is against "YTS conscription" in support of teachers, claim they are asking for a group of pupils who formed an action committee at the YTS annual conference earlier this month. They have not consulted the teacher unions but believe it will be supported by many individual teachers.

Mr Barry Sheerman, shadow minister for youth affairs, said on Wednesday: "I don't think a pupil strike would do anything to help the teachers, and I doubt whether many pupils will think so either."

Meanwhile a crucial meeting of local authority leaders this afternoon offers the last chance of avoiding a lengthy period of disruption in schools and could pave the way for reopening pay talks with teachers.

The management panel of the Burnham committee, which negotiates pay, is holding its first formal meeting for over a month, after a request from the Labour-controlled Association of Metropolitan Authorities led by Mr Merridale, the Conservative leader of the management panel, agreeing that it was a good idea to meet again.

Labour leaders who publicly reject the work of the Teachers' annual conference are now convinced they need enough support to call another meeting of the Burnham committee if October 1985.

Three-quarters of the extra meals were provided in 21 local authorities which all had coal mines in their areas. The same 21 L.E.A.s. provided free meals for a total number of 1,479,000, compared with 75,000 in 1983.

Another set of CIPFA statistics, published today, comparing one authority with another, show that in many local authorities the take-up of

Pupils don't get the point of decimals, APU finds

by Bob Doe

Eight years of painstaking research by the Government's Assessment of Performance Unit (APU) has revealed that most school children do not understand decimals, even after 10 years of mathematical education.

The researchers also warn that many of the existing tests fail to reveal these shortcomings because pupils often get the right answer for the wrong reason.

Through a series of nationwide tests over five years involving 150,000 pupils, research funded by the APU at the National Foundation for Educational Research has established that most pupils, both at age 11 and 15, have serious misconceptions about numbers that include decimals.

Mr Derek Foxman, leader of the APU maths team, reports on these tests in full for the first time in the *TES* this week (page 19). Because there are two distinct errors and because they are difficult to detect, these apparently common mistakes seem to have been largely overlooked.

A dozen seminars held by the APU with leading maths educators revealed that virtually no-one was aware that when faced with decimals, substantial minorities consistently ignore the decimal point or believe that the longer

the number after the decimal point, the smaller the number must be.

In one test, 15-year-olds were asked to give the smallest number from 0.625, 0.25, 0.375, 0.125 and 0.5. One in five apparently ignored the decimal point altogether and gave 0.5 as the answer. About a third gave 0.625 as the answer, and only a third gave the right answer.

To test their theories about why pupils gave the wrong answers, the researchers then changed the questions. In this case they predicted that if they asked for the largest value instead of the smallest, the proportion who ignored the decimal point would give the right answer (0.625) - albeit for the wrong reason - while the third who seem to operate as though the longest is the smallest would opt for the shortest (0.5). That is exactly what happened.

Mr Foxman says it is quite difficult to detect pupils' misconceptions about decimals unless the questions set are very carefully constructed. Pupils may also give the mistaken impression that they can apply decimals because when making measurements the numbers used often involved the same number of decimal places.



In training - a student nurse at St. George's Hospital, Tooting, checks a patient's blood transfusion under the supervision of a qualified nurse. Radical proposals for nurses' training, page 11.

Swann accused of 'playing a trick'

by Diane Spencer

A black member of the Swann Committee, whose report on the education of ethnic minority children was published last month, confessed to a conference last week that he should have resigned instead of serving the full term.

Mr Carlton Duncan, head of Wyke Manor School in Bradford, also accused Lord Swann of "playing a trick" on the committee by writing his guide to the report without consulting the members.

"He should be condemned as an academic in dishonesty," he told the National Association for Multiracial Education's annual conference in Hertfordshire.

He had considered going when the first chairman, Mr Anthony Rampton, was sacked, and again when Mrs Ann Dummelt and Father Michael Hollings resigned last November. "With hindsight, I made an error of judgement," he said.

On the first occasion, he and the other West Indians on the committee felt they had "to stay and fight for our black brothers and sisters and win the battles". Last November, when the two resigned over the controversy about achievement, his position was again in question.

But after a meeting of the four black members and Lord Swann, Mr Duncan said he believed that the chairman had taken on board their criticisms.

"We never thought that any human being would play the sort of trick that eventually he did," the committee was informed of the guide in the week of the report's publication.

"The report is not a document for the waste-paper basket as there are a lot of sensible recommendations in there." Some black members disagreed. Mrs Greta Akinteyin, deputy head of Southwark school, said the document "insults black people - it repeats every stereotype and adds some of its own; tell everyone to burn it."

Mr David Lake, treasurer of NAME said the report could be useful.

Must nursing be different?

At first sight, the "new dispensation" demanded by the Judge Commission on *The Education of Nurses* (page 11) seems at odds with the new orthodoxy. While that whole amalgam of influences summed up in the mythic figure of Lord Young strives to break down the barriers between education and the world of work, Dr Harry Judge and his colleagues want to take the education of nurses away from the work-place where it has hitherto been located and hand it over to the polys and the colleges.

They sense that this will be many people's first query and recognize that they must begin by countering the natural suspicion of the pragmatic British that this is just a meddlesome "academic" attempt to tamper with a form of apprenticeship which has traditionally ensured high standards of patient care.

If this were simply the product of an alliance between empire-building academics and status-hungry nurses there would be good reason to regard it with suspicion. It is true that all discussions of professional education and training trench upon the borderline where the public interest confronts professional self-interest. For many years, nurses' interests have been subordinated to those of the doctors and of the hospitals (and therefore of the health service administrators). Now there is an attempt to rationalize and put training first. Nursing and nurses would benefit from this, but this does not automatically mean it is self-serving.

The training of nurses has been inextricably tied up with the staffing of hospitals: nurses in training have constituted one-fifth of the whole nursing staff, trained and untrained. There are two nurses in training for every five trained nurses. This ridiculous high proportion points up one of the obvious differences between the training of nurses and other forms of industrial apprenticeship. Add to this a comparatively high level of wastage and the Commission concludes that the present situation is a good

deal less satisfactory in practice than it may appear to the layman whose only direct experience of it is likely to be second-hand or, if first-hand mercifully brief.

The Commission's case for a better organized, more systematic, theoretical training is briefly argued; it cannot be separated from status questions and the expected supply of trainees, and speculation about the impact of falling numbers of school-leavers on recruitment to nursing. It argues that, by cutting wastage, a unified system of general training - unified that is in the sense of combining the present two levels of Registered and Enrolled into a single new grade of three-year trained "qualified nurses" - will safeguard the supply of suitable staff.

From the inadequate and confusing statistics - not the fault of the Commission - it seems that of those who start out on nursing training, only 60-70 per cent make it on to the register. The link between wastage and training is assumed and occasionally referred to, but not discussed at length. It could be that in an occupation which makes such heavy demands on character and personality, a high wastage rate is a good, not a bad, sign - signifying that a lot of those who would have been unhappy and/or dangerous had they continued, leave the profession in time, and that the high level of professional involvement which nurses undergo in training is part of the process by which those temperamentally unsuited to nursing are filtered out. Some people would say - Sir Keith Joseph, no doubt, among them - that a higher wastage rate, linked to a longer period of apprenticeship training, would be a good thing in teacher training, too.

The Commission dismissed this and made a bee-line for a three-year course, a first year of full-time study, followed by a second year with 30 per cent clinical experience, followed by a third year, half of which would be practical nursing. A further six to 12 months of work as a qualified practitioner on a

staff development program would follow after registration.

Instead of receiving wages, as now, students on nursing courses would receive bursaries (a bit more than present-level student grants) which would reflect the shorter vacations and reduced opportunity for paid employment. The main costs of the scheme would come in staffing the health service to replace the labour of trainee nurses. The costs would undoubtedly be high but exactly how high is difficult to calculate because at present many of the costs of nurses' training are hidden in the health service accounts.

The critical questions must concern the quality of the clinical training which would have to be woven into the courses in poly or colleges, and whether the colleges can create the demanding regime needed to prepare students for the hard work and long hours of a nursing career. The Commission rightly emphasizes this. Some of the shortcomings which sometimes cause hospital staff to short-change student nurses might make them even more prone to neglecting or exploiting "sandwich course" students.

Many of the arguments in favour of bringing nurses and nursing education into the mainstream as in North America and elsewhere are powerful and have much in common with those used twenty years ago to end the isolation of teacher training. Student nurses have been exploited as cheap labour for too long. If the practical side of nursing training can be guaranteed, it must be right to respond to the chorus of demand which is advocating this move. There will be a price to pay: the health service will have to replace the army of trainee labour, but some savings will offset at least a part of this. The true cost-effectiveness would be demonstrated if, as the Commission believes, the result was a more proficient nursing service with higher morale. But elementary realism also suggests that such a service would demand much better pay.

COMMENT

Tory agenda for Labour

Looking on the positive side, Labour's *Charter for Pupils and Parents* threatens no sudden upheavals in organization or policy if there should be a change of Government. Putting it another way, of course, Labour has little view in policy terms to offer that is not already on the education agenda.

The much-heralded new document introduced this week by Labour's education spokesman, Mr. Radice, and his leader, devotes most of its 16 pages to unquestionable statements that could equally well be embraced by any other of the main parties - and mostly have been. It was unlikely pointed out at the launching that the Government had been allowed to set the agenda. It is difficult to deny that Sir Keith Joseph had been there before them on issues like parents' rights, raising standards, a broad and balanced curriculum, rationalization of 14 to 18 courses and assessing achievement. Other influences can also be detected lurking between the lines: Dr David Hargreaves' thoughts on the importance of homework, for example. And even the attack on spending cuts relies heavily on previously published comments from the Audit Commission and HMI.

Where Labour's charter does part company from current Government education policy is when it comes to commitment to spending - on maintenance grants for 16 to 18-year-olds, for example, and on the textbooks and equipment that parents will no longer be expected to provide. But money is cheap in opposition.

There is also, of course, a promise to reverse the present Government's shabby treatment of teachers and provide a salary structure and career opportunities reflecting their professional status. Mr Radice has already



no comment

gone on record at the National Union of Teachers' conference with a commitment to an inquiry into teachers' pay, with a staged implementation of awards and an agreed system of appraisal. (See also Shirley Williams in the next column) It is all so much more straightforward when you are not in office.

The charter is launched in the run up to the county council elections, on which both the Labour Party and the teacher unions pin many hopes. Education issues are certainly high up in the public interest stakes at the present, but it must be difficult to

The chairman of the (West Sussex) County Education Committee, Mr. Kenneth Ball, said the best primary education was provided in a good home by good parents. "I am very much too much nursery school education," he declared. "I do not want to see a professional hierarchy starting to teach young children away from their parents."

From the Bognor Observer, March 21.

A place of their own

The painstaking isolation of two wrong-headed ideas about decimals that seem to persist in the minds of large numbers of pupils, even after ten years of mathematical education, is something of a triumph for the Assessment of Performance Unit.

The work, reported for the first time in full on page 19, is a model of the sort of scientific detective work all too rare in educational research. Derek Foxman and his colleagues have done more than just come up with plausible sounding explanations for a number of isolated observations.

Eight years after the first APU maths tests, and with the benefit of an annual programme of nationwide monitoring, they have tested their hypotheses to the point where they can now predict the wrong answers certain proportions of pupils will give to certain questions involving decimals. The existence of these common errors has previously been observed. It seems, because in many of the existing tests pupils often get the right answer for the wrong reason.

As with all new research, the full provenance of this work awaits thorough peer review from fellow researchers. Similarly, its full import needs to be digested and interpreted by mathematical educators. It remains to be seen, also, whether this is the first of many new insights into pupils' learning to be expected from the Unit's work.

On the face of it, however, the revelation that most pupils - even

Essential conditions

A High Court decision last week (page 6) upheld the right of the Secretary of State to require minimum curriculum provisions as a condition of registration for an independent school. The immediate context was that of a school in Clapton, London, where the curriculum was strongly influenced by the religious requirements of the Jewish faith.

It should be noted that the Secretary of State decided to intervene in the case because of the public need. It will be studied carefully by other religious organizations which might be considering setting up a private school, especially those which might be disposed to do so with the express object of providing a curriculum at odds with the prevailing orthodoxes.

There is nothing new about a potential clash between religious sensitivities and the state's curricular demands: what is new is the clearer and more insistent articulation of the official curriculum by the DES. The DES is now making it clear that national requirements about the essential content of secular instruction must take priority over the philosophical desires of minority groups (would Strasbourg agree?) to the extent of banning the creation of private schools which fail to satisfy these requirements. Presumably the same would be true of national requirements for, say, an equal opportunities curriculum which offended strict Muslim sensibilities. The DES will be far-reaching. This is certainly

not the first time that a school has been forced to change its curriculum. In 1979 and 1980, for example, a school in London was forced to change its curriculum to comply with the requirements of the Education Act 1976.

From the Bognor Observer, March 21.

Second opinion

Phased pay rise for teachers?

The losers from the long and bitter battle between the Education Secretary and the teachers' unions are the children. The teachers' union showed restraint at the Easter conference in deciding not to disrupt public examinations this summer. But the day strikes and a refusal of overtime and extra duties are bound to damage the prospects of this year's school-leavers and sixth-formers. There is a way of compensating for lost education.

The teachers, however, have a justified and serious grievance. Nothing more crucial to Britain's economic and social prospects than education, and large, Britain's teachers have performed well through 20 years of reorganization, curriculum change and crowded schools followed by falling rolls and financial cuts. Examination standards and basic educational skills have been maintained and even improved. Yet by European standards, British teachers are clearly underpaid.

There is a powerful case for improving their relative position, though 10 per cent in one payment would exaggerate the objective of keeping inflation at 4 per cent or less. The teacher salary position should be improved over a period of three or four years, with 1985 as a first bridging step, made on the basis that negotiating a new salary structure and a new professional status for teachers will start as soon as industrial action ends.

That new salary structure must offer better rewards to good teachers who choose to stay at the chalkboard rather than moving on to administrative posts. It should reward teachers who regularly improve their knowledge through in-service training. It should reflect the fact that teachers' professional responsibilities include supervision of extra-curricular activities.

The teachers, in turn, should accept the responsibilities that go with professional status. The establishment of the long-delayed Teachers' Council, first discussed when I was Secretary of State, now looks possible.

It should consider the features of professional status for teachers, including the right to have time off for in-service training, the importance of career development, and the methods of promotion.

Assessment of teachers' performance, as was pointed out at the NUT conference, an essential element in career development, and one teachers should welcome. But teachers' understanding should not be undertaken by head teachers, or even by heads in consultation with local authority advisors.

An external unit, perhaps drawn from HMI, could monitor teaching standards. There is an analogy here with CNA, which has established successful ways of moderating examination standards using external examiners.

Education is much too important to be ripped apart in polarized political argument. The teachers may be "let off" by Mrs Thatcher, but their bitterness and anger could damage the education of children.

Sir Keith should go back to the Cabinet, and ask for the resources needed for a long-term phased settlement of the salary dispute which would reflect the professional status of teachers. They, in return, should refrain from using the strike weapon at the schools.

Shirley Williams

NEWS

Kinnock launches package for 'merit and excellence' Labour policy offers parents more say in running schools

by David Lister

The Labour Party this week launched a policy package for schools which, if implemented alongside the par-rorization, curriculum change and crowded schools followed by falling rolls and financial cuts. Examination standards and basic educational skills have been maintained and even improved. Yet by European standards, British teachers are clearly underpaid.

It pledges a right to pre-school education for all who want it; a right to be taught in classes under 30; a right for 16-year-olds to choose between high quality education and training for at least two years and to be paid a grant, whichever they choose; the right to adequate books and equipment, and the right of parents to be substantially represented on school governing bodies and to have a far greater involvement in their children's education.

The publication of the document *Labour's Charter for Pupils and Parents* marks a shift in emphasis in the party's prescription of educational policy, with standards and parental involvement, long Conservative rallying cries, well to the forefront. Launching the document on Tuesday, Mr Neil Kinnock, party leader and former education spokesman, said it would promote merit and excellence. Significantly also, the document pledges to parents "the right to express a preference for a school they wish their child to attend, and to receive special consideration if they live near the school", a shift from previous Labour Party thinking which made proximity to school paramount.

Other key elements of the package, which has been widely previewed in the TES and will now go out to consultation with teachers and community groups, are a stress on continuous assessment and pupil profiles to run alongside conventional public examinations (minus merit and distinction awards - the one part of the 16-plus Labour will have nothing to do with), the implementation of a home-work policy which involves parents and where necessary the use of school holidays for study outside school hours, developing the teaching of pupils' mother tongues, and a rationalization of 16 to 19 courses "which at present are artificially compartmentalized into 'academic' education and vocational training".

For teachers, the party promises more opportunities for in-service training, particularly in promoting equal opportunities and a salary structure which reflects teachers' professional status.

The party also calls for an agreed system of appraisal of teachers' effectiveness in the classroom as an integral part of staff development. "Though elements of the document will require more definition before the next general election, enough details are there to make it clear that Labour's

promises will have to involve a massive injection of funds. Mr Giles Radice, shadow education spokesman, said that Labour would earmark as an emergency measure £200 million for education (£50 million for 14,000 more teachers required to bring class sizes down, £60 million for in-service training and £90 million for books and equipment). He said this money could be given by the Conservatives now but had been used instead for other fiscal adjustments and tax handouts.

He forecast that by the time a Labour government might come to power, its emergency package might contain even more money. The £200 million figure would in any case only finance the first year of the ambitious policy proposals.

Mr Kinnock, referring to the central direction on local authorities implicit in the document, said on Tuesday: "The present government exercises

purely malevolent power. We are offering opportunities to exercise central power or benevolence, to direct the use of resources for these purposes in schools."

A Labour government would maintain the dual system of state and voluntary schools, Mr Radice said at the Catholic Teachers' Federation annual conference in Manchester last weekend.

"The historic compromise of 1944 has enabled this country to avoid some of the difficulties of other European educational systems, while ensuring a satisfactory degree of autonomy for voluntary schools," he said. It would be wrong to get rid of a system which had worked effectively for more than 40 years.

Because the world had changed since 1944, some argued that the act ought to be amended, in particular to meet the needs of a multicultural society, Mr Radice said. The role of a daily religious assembly had especially been called into question.

Mr Radice said: "I know that you have been greatly concerned about your 'historic share' of teacher training. We strongly oppose the government's action over the La Salle college and have made representations on your behalf. We also recognize that you have a legitimate grievance."

Mr John Selwyn Gummer, Conservative Party chairman, said this week that Labour's policy to abolish private education would cost £600 million and would mean the closure of many progressive and special schools. *Susanah Kirkman writes.* Great improvements in the education of dyslexic children had been achieved in private schools, and progressive schools like Bedales, Summerhill and Dartington had also pioneered educational innovation, he told the TES.

But a Labour party spokesman said that special schools would be protected under a Labour government.



Sir Keith Joseph looks on as the winning prototype separation machine from Crosley and Porter School, Halifax, is tested in the British Association Young Scientists competition. The competition, held in London, was devised by two members of Berkshire I.E.S. and called on school teams which she will disassociate herself when she next goes abroad," asked Mr. The statement appeared in a news-

paper interview published during her absence in the Far East. "Will the Prime Minister tell the House what decisions her Cabinet colleagues made in her absence from which she will disassociate herself when she next goes abroad," asked Mr. The statement appeared in a news-

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NAB blow to black student teachers

by Biddy Passmore

A polytechnic education department thought to have the highest proportion of black students in the country faces closure under proposals sent out last week by the National Advisory Body for local authority higher education.

The teaching studies department at the North London Polytechnic, which offers a primary BEd specifically designed to attract black students without formal entry qualifications, has been recommended for closure by NAB officials because of its small size. It has some 300 full-time equivalent students.

But the plan to stop its intake from 1986 runs counter to the Swann Report's recommendation to recruit more teachers from ethnic minorities, which was endorsed by the Government in its White Paper *Better Schools*. It also appears to run counter to the NAB's own policy of giving people from ethnic minorities greater access to higher education.

"We find it amazing in the light of the Swann Report", Dr David Coulby, head of the department, told *The TES*. He said the department, nearly 40 per cent of whose students are black, was

one of the few that trained primary teachers in close contact with urban schools.

Mrs Frances Morrell, leader of the Inner London Education Authority, said the I.E.A. would fight the plan at every level. "I hope that the Commission for Racial Equality will be shoulder to shoulder with us in this struggle", she added.

If the NAB officials' plans are accepted, four other colleges and polytechnics with small teacher training departments will have to stop their intake from 1986. They are the College of St Mark and St John in Plymouth, Hertfordshire College of Higher Education, North Riding College of Higher Education and Portsmouth Polytechnic.

Both Hertfordshire College and North Riding would be unable to survive without their teacher education work.

Other colleges and polytechnics are to receive large increases in their intake but all have been warned that increases will have to be made without any additional money.

If only I'd been here, part 2

Gareth Wardell, Labour MP for Gower.

Mrs Thatcher was twitted in the Commons this week, for saying that last December's student grants fiasco would never have happened if she had been in the country. *Biddy Passmore writes.*

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Colin Lacey looks at two proposed changes to the organization of PGCE courses and explains why more will not mean better and why teacher trainers feel betrayed

Never mind the quality, feel the width



PGCE students doing experiments in the science teaching laboratory in the education area at Sussex University.

About three years ago during the early discussions about the accreditation and approval of courses for the training of teachers, tutors who work in the Post Graduate Certificate of Education (PGCE) courses met at their yearly conference, a senior HM Inspector allying doubts and promised by the "great and the good" who would be experienced in the field and represent teacher training interests. The conference was persuaded, albeit grudgingly, not to make any moves to organize resistance to Sir Keith's mischievous, simplistic and destructive ideas about training teachers.

The Council for the Accreditation of Teacher Education has now been set up, "the great and the good" are in their places. The teachers and academics who work on PGCE courses feel immediately and totally betrayed.

The first major pronouncement by CATE made it clear that it will act as an agent for Sir Keith's policies and provide a facade for the inspections and decisions taken by HMI.

CATE has proposed two changes in the present organization of PGCE courses which illustrate this. The first was that the courses are increased from 30 to 36 weeks, and, second, that all faculty teaching on the course must have what is euphemistically called "recent relevant experience". At close inspection recent relevant experience is revealed as a proposal that all faculty teaching on PGCE courses in universities and polytechnics teach in schools for 30 days every year.

To outsiders and interested onlookers, these proposals probably seem mild and appropriate. Why should universities train teachers in 30 weeks if polytechnics take 36? Of course, the reverse argument also holds. Why should polytechnics take 36 weeks when universities do a very efficient job in 30?

Clearly the present Government is standing its usual argument about efficiency on its head. The real point, however, is that university departments of education are also heavily engaged in research, publishing and teaching on other courses.

The whole area of teacher education has been enlivened and informed in the past two or three decades by a vast increase in the publication of research and development. Students training at UDEs gain enormously by being in close proximity with this research. Their tutors are often themselves engaged in reforming and challenging outmoded ideas and practices in education and this forms the basis of a long-term commitment to education

and learning in their students. The lively, interesting courses of high quality are the reason so many students choose UDEs for their initial training. In shortage subjects, such as science and maths, UDEs train the vast majority of students entering our schools. An increase in the length of the course will mean less research and also research of poorer quality and more limited design. There will be no quantifiable gain in the outcomes of the course and the quality of students produced.

The most serious threat is, however, posed by the second controversial proposal made by CATE, to insist that virtually all teachers on the PGCE engage in 30 days' classroom teaching each year. This means that the general proposal made in the Government White Paper, that teachers of methods courses should have "recent relevant experience" has been transformed into a regulation requiring all staff to do a yearly dose of teaching practice.

The problems raised by this proposal come in three main areas: the practical and resource implications for UDEs and schools, the effects on the

courses and tutors, and finally the effects on the students.

The resource implications are considerable. If staffing standards are to be maintained (and if the six-weeks course extension and the six-weeks of teaching practice are taken into account), a staffing increase of about 40 per cent will be required. However, CATE will not be prepared to offer and it is unlikely that Sir Keith has this kind of increase in mind. The result will be over-extending already over-extended resources and a botched attempt at both reforms.

The practical implications are likewise horrendous. Schools will need to provide teaching space each year for about two thousand teacher-educators for short periods amounting to six weeks every year. They will interrupt courses and dislocate learning on the scale of the present teachers' dispute, on a permanent basis.

The long-term effect on courses due to the decrease in research and study time has already been described. In addition, it must be remembered that the present PGCE course is an exciting and tiring course both physically and mentally. There is a high dropout

rate precisely because some students are unable to withstand the twin pressures of classroom management and academic preparation. An increased course length within a single year is likely to increase stress and dropout or lead to lower levels of input and hence a lowering of standards.

Sir Keith and HMI Inspectors should realize that most tutors on PGCE courses already spend a great deal of time in schools doing a variety of essential tasks for the development of the PGCE. Teaching children is only one of these.

Let me illustrate this with a description of some of these activities, obtained from one such tutor at Sussex, whose teaching on the PGCE amounts to one fifth of his total teaching load.

- Teaching sixth form students in connection with writing a small booklet to be published soon.
- Liaising with school-based tutors (teachers) who teach PGCE in classroom teaching methods.
- Observing student teachers teach in one school over two terms.
- Examining students in a wide variety

of schools.

□ Talking to school children as outside speaker.

The Sussex PGCE course has a close association with schools for years. Its students are based in schools for their methods tuition with representatives after a top level meeting between teachers' leaders and Mr Langtry, head of the teachers' branch at the Department of Education and Science, on Monday.

The meeting, by the DES - high school and constructive - emphasized the differences of emphasis between the two biggest teachers' unions, the NUT and National Association of Schoolmasters/Union of Women Teachers, over assessment.

Mr Doug McAvey, deputy general secretary of the NUT who led its delegation to the talks, said the union was "happy" to continue discussions - preferably with I.e.a.s. representatives - as well as Sir Keith Joseph, Education Secretary, remained convinced there was a need for a professional system of assessment "in its own right".

The NUT believes assessment should be used solely for aiding professional development and promotion prospects. However, NAS/UWT representatives left the meeting convinced that Sir Keith favoured linking assessment to salaries.

Mr Fred Smithies, its general secretary, said afterwards: "Teachers would lose a golden opportunity if they let Sir Keith and the local authorities have a brand new system of assessment for nothing."

His union is convinced assessment can best be pursued by a resumption of the structure talks - rather than forming a new tripartite body between the teachers, I.e.a.s. and DES solely to discuss the one issue.

Headteachers' leaders also welcomed the meeting, with Mr Peter Snape, general secretary of the Secondary Heads Association, saying that the SHA favoured a national system of assessment because it would draw attention to the extra resources needed to carry out appraisal of teachers.

The DES said afterwards that Mr Langtry would be reporting back to Sir Keith - and that any further move would be up to him to decide upon. Before the meeting, the National Association of Head Teachers warned that any attempt by Sir Keith to impose assessment by law would bring it into "direct confrontation with central government".

In a circular letter to its members,

Assessment: the latest moves in Britain and how it is carried out in the United States

NUT wants I.e.a.s. to join talks

Leaders of the National Union of Teachers called for fresh talks on assessment involving local authority representatives after a top level meeting between teachers' leaders and Mr Langtry, head of the teachers' branch at the Department of Education and Science, on Monday.

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Pass and get a pay rise - fail and get fired

by Hilary Wilce

In the United States 14,000 Arkansas teachers are waiting nervously for exam results which will decide whether they can keep their jobs or not.

Last month the teachers squeezed themselves behind school desks and took a four-hour test in basic reading, writing and maths. The results are due in a few days and more than a quarter of the teachers are expected to fail.

If they do, they will get the offer of remedial help and four more chances to take the test before losing their jobs. If, on the other hand, they pass, they can expect to see an immediate benefit in their pay packet - the tests are part of a £125m package brought in by the state to benefit teachers and schools.

These teachers are at the sharp end of a massive upheaval throughout the United States of the teaching profession. National anxiety about poor

teaching standards and failing schools have led to a spate of commissions and inquiries into education. These, in turn, have spawned hundreds of local and regional moves towards improved teacher training, teacher testing and appraisal, career development schemes and merit payments.

Many schemes have run into union opposition, but have nevertheless managed to take the teachers along with them because they hold out the hope of a substantial improvement in pay for many, if not always all the teachers concerned. If there is any lesson to be learnt from America at the moment it is that cash - and a lot of it - is the key to shaking up a traditional profession. At the last count, 17 states had brought in or boosted programmes to reward outstanding teachers, and 19 had passed master-teacher or career

ladder merit pay initiatives. Even so, the testing of practising teachers is still seen as the most controversial way to go about raising standards. In Arkansas, a massive boycott of the tests was predicted. In the event, only about 10 per cent of teachers refused to sit the exam, but many others registered their protests with angry slogans printed on tee shirts, and the scheme is still due to be challenged in court.

Only Texas has so far followed Arkansas's footsteps. Legislation passed recently will compel all the state's teachers to take similar competency tests, although the precise form of these has still to be worked out. Other states have tried different approaches. In Tennessee, for example, a master-teacher plan offers annual pay bonuses of about £4,500 for

outstanding teachers, while at the same time introducing a rigorous apprenticeship for new entrants to the profession, and a five-run career ladder with checks at each stage.

The scheme was introduced only after a year of painstaking negotiation with the Tennessee affiliate of the National Education Association, which was originally firmly opposed to the idea. But when it became clear that considerable amounts of money were to be attached to the scheme, discussions proceeded productively. In the event \$300 million (£238 million) was raised for the state's education budget through bigger sales and business taxes.

Yet it is not only cash which sweetens the attitudes of American teachers towards tighter appraisal. For many, the idea holds no horror. The

NEA estimates that just over half its 1.7 million members have been regularly assessed for years. And teachers, in general, are more fenced in with rules and directives than their United Kingdom counterparts. Most appraisal schemes are carried out by the school principal, the administrative head, and take place annually, but wide variations occur. Teachers who fail to meet required standards can be, and are, fired.

Both teachers unions, the NEA and the American Federation of Teachers, oppose teacher testing and merit pay schemes, but support the idea of a more stringent and professional system of appraisal.

At present, 20 states require teachers to pass licensing exams; but these vary greatly.

MP rebukes education chiefs over actions in race row

by Bert Lodge

Bradford education officers were condemned in the House of Commons on Tuesday night for their handling of the race-row concerning Mr Ray Honeyford, a middle school head suspended after criticizing the city's multi-racial education policies in a magazine article.

Raising the matter in an adjournment debate, Mr Marcus Fox, Tory member for Shipley, said that while a campaign orchestrated by Marxists and Trots was waged with full force against Mr Honeyford, he was buried from defending himself for most of the time by his education authority.

Mr Fox said he was disgusted at the conduct of the education chiefs. The council officers could have dealt with the race relations agitators months ago. Instead, the director of education, "in a blue funk", had sent 10 education advisers into Mr Honeyford's school where 90 per cent of the pupils are Asian.

Mr Honeyford had tried to meet his parents, most of whom did not speak English, individually, and had written to them in English and Urdu explaining his intentions. But after he had waited about 40 to 45 families with his Asian education welfare officer, objections came from the opposition

parents' action in group and the exercise was stopped.

Mr Fox quoted a woman head in the city who took early retirement last year along with almost 40 other Bradford heads. "I think Bradford is a very sick school," she said. "It is ruled by these political zealots in the race relations bureaucracy."

Throughout his 20-minute speech, Mr Fox was constantly interrupted by another Bradford MP, Mr Max Madsen, Labour, who said most of the parents who had lost confidence in Mr Honeyford were in his constituency of Bradford West. Mr Madsen complained that Mr Honeyford was being given the opportunity to speak but the Deputy Spink, Mr Ernest Armstrong, pointed out that in an adjournment debate the floor belonged to the Member who had been successful in the ballot. Mr Madsen, supported by Mr Andrew Bennett, an Opposition spokesman on education, said in eight years in the House he had never heard of this convention.

The sustained tactics of Mr Madsen and Mr Madsen and Mr Bennett were so successful in a debate limited to 30 minutes that Mr Bob Dunn, junior education minister, was virtually filibustered out and managed only to say

before the bell went that he did not believe he had sufficient information to take action in the matter of Mr Honeyford's suspension.

Another interruption from Mr Michael Meadows, Liberal Member for Leeds West, was dismissed by Mr Fox. It was on the casting vote of Mr Fox that Bradford Liberal councillor that Mr Honeyford was suspended last month by eight votes to seven in the school's subcommittee. He understood the lady had now reversed her position.

Mr Fox described Mr Honeyford's article as "a breath of fresh air into the polluted air of race relations". Referring to one point made in the article that where English mother tongue pupils were in the minority in a class their education would suffer, Mr Fox said that if he had said that the other way round Mr Honeyford would have been praised by his detractors.

If Mr Honeyford was dismissed, where would it stop? The totalitarian forces ranged against him would have succeeded. He quoted a report from the city's middle schools officer that "Ray Honeyford is unquestionably very able." A council document showed he had implemented council policies.

Haringey succumbs to rate-cap pressure

by Biddy Passmore

The London borough of Haringey has become the second Labour-controlled, rate-capped education authority to compound its own dire predictions and make a legal rate involving no cuts in jobs or services.

The inner London Education Authority made a similar climbdown last month.

In Haringey after prolonged negotiations with the Labour group, the council's education authority to cut the rate by 1.5 per cent below the previous year's rate. The council's education authority to cut the rate by 1.5 per cent below the previous year's rate.

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Training the consumer

Consumer education should be a central part of the school curriculum from primary to further and community education, a conference was told this week.

Mr Michael Montague, chairman of the National Consumer Council, told the Home Economics Federation meeting in London, that consumer education should help children not only to become more critically aware but achieve greater social responsibility.

Apart from teaching children about

managing money, consumer rights and spotting sales gimmicks, they should learn about pressure groups, the language of persuasion and manipulation, and how to complain.

The Government should make a similar commitment to consumer education as it has done to science, Mr Montague argued. But as this was unrealistic in the short term, his association was collaborating with the EEC and with other consumer societies to organize seminars aimed at influencing colleges of education to try a cross-curriculum approach in schools.

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Mr Montague and FCOIP College of Preceptors Membership for those engaged in Education.

NEWS

Improvement shown in Welsh pupils' performance

The gap between the attainments of English and Welsh schoolchildren is narrowing, new statistics from the Welsh Office show.

Although nearly 18 per cent of pupils in Wales left school in 1983 with no qualifications (a CSE grade 5 or above), compared with only 9.6 per cent in England, the Welsh figure has improved rapidly since 1980. In that year, one-quarter of Welsh school-leavers had no qualifications, more than twice the proportion of English leavers.

The reasons for the relative underachievement of Welsh pupils have long been a matter of debate, but it seems to be generally agreed that the strong Welsh grammar school tradition must bear some of the blame.

The recent improvement suggests that, as comprehensive schools have become more firmly established, more attention has been paid to the less able. And more have been entered for public examinations.

The new statistics, which cover all aspects of education provision in Wales, from pre-school to adult education, show that there were 492,000 full-time pupils in the principal schools in 1984. This was 11 per cent fewer than the total in the mid-1970s.

Ninety-eight per cent of all Welsh pupils were being educated in mainstream schools. Of the 2 per cent in independent schools, 318 were on assisted places funded by the Welsh Office.

Almost 34,000 teachers were employed in the principal schools in 1984, 800 fewer than in the previous year. The



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Patricia Rowan examines the latest move in secondary reorganization Parents in court case over speedy closures

In the High Court this week, Mr Justice Hodgson has been listening to submissions from opposing counsel in a case that could have more influence on secondary reorganization schemes than any other legal judgment since Tameside.

In the Tameside case in 1976, the Law Lords supported an Appeal Court judgment that Mr Fred Mulley, the then Education Secretary, had acted unreasonably in requiring the Conservative-controlled Tameside L.E.A. to go for fully comprehensive secondary schooling, on the lines put forward when Tameside was Labour-controlled.

This time the local authority in question is the London borough of Brent - coincidentally also recently swung from Labour to Tory control - and the issue is not selective schooling, but the secondary reorganization hot potato of the Eighties, amalgamations to deal with falling rolls.

A group of Brent parents is seeking a judicial review of school amalgamation and closure decisions made last July by the Brent L.E.A. and asking for these Section 12 proposals now before the Education Secretary to be set aside.

The issue being argued in court has not been whether reorganization was necessary (though that has been a matter for hot dispute among teachers and politicians for more than a decade) since it is largely accepted by parents

that 1,000 empty first-year places in the borough's 15 secondary schools constitutes a strong case for reorganization.

Without pre-empting the arguments in court or the judge's reading of them, it is clear from the ground of application originally lodged in court that the outcome is likely to hinge on three issues of some interest to education administrators. The parents complain, among other things, of the timing of the publication of statutory notices, an inadequate period for consultations, and that the full council acted without proper reports from the education committee.

For its part, Brent Council might have been expected to argue that it is essential on educational and financial grounds to take surplus places out of use, in line with DES policy; that speed was vital to get a new scheme in place by September 1985; that consultation was essentially covering the same ground which had been retrodden for years and was in any case both widespread and well-publicized; and that the difference in view between the council and education committee simply reflected a different political balance (because the education committee included co-opted members).

It is common ground that discussions and consultations on the problem of falling school rolls had been taking place since 1965 in the borough, and that the Brent L.E.A. had had the matter

under intensive consideration from 1980 to 1983. The consultations which had taken place up to June 1983 were widely regarded as satisfactory by parents, teachers and governors concerned, which may have had something to do with the fact that it was decided at the end of them to retain all schools - with no closures or amalgamations for at least five years - and to reduce form entry size to 25 from 30 pupils.

That did not stop the rolls falling, of course, and by December 1983, after the change of political control, the position had grown so serious that the issue was reopened. It was one of the first tasks awaiting the new director of education, Mr Adrian Parsons, when he took over the job from Miss Gwen Rickus.

He reported to the education committee on May 2, 1984 and then, after consultation with a teachers' panel of the council's joint consultative committee of officers and teachers, to a full council meeting on May 10, 1984. A resulting recommendations document was sent to the schools by May 24, and meetings of governing bodies and parents called to consider the proposals under consultation had to be timed to take place by June 15.

The Parents Action to Save Schools in Brent group (PASS) complains that, because half-term then intervened,



Fred Mulley... 1976 case

few parents knew about the proposals until June 4, and that they then only had 11 days in which to respond.

A full council meeting on July 12 subsequently adopted proposals different from those approved by the education committee in July 5.

On July 20, 1984, the day that school holidays began, statutory notices under Section 12 of the 1980 Education Act were published. The holidays did not end until September 4 and objections to the authority's proposals had to be in not later than September 20.

The interesting fact to emerge here is that, although it is possible to quote DES guidelines on the timing of statutory notices - that there should be at least one term between the date of the decision and the date of closure, and that proposals to discontinue a school

at the end of the school year should be published no later than the end of the year for a decision by the following Easter - the only guideline on consultations that they should have taken place within the previous 12 months, nobody apparently has ever laid down appropriate length for the consultation period.

On the matter of what consultation proper report from the education committee, however, there is a procedure on which the plaintiffs rely. A year ago Mr Justice Forbes, also sitting in the Queens Bench to hear a claim for recognition from the Professional Association of Teachers against Liverpool City Council, ruled that 10 minutes of an education committee do not constitute a report, which should consist of either a recommendation or an argument for a decision.

The Brent case is likely to continue until early next week and Mr Justice Hodgson could well reserve judgment, but there will be some pressure for a speedy decision. Whether or not the judge in the end decides that the matters raised are essentially a matter for the Secretary of State rather than for the courts, Sir Keith Joseph has to defer his own consideration of the Section 12 proposals until after the case. And September 1985 as a starting date for reorganization looks more and more unlikely.

Caning Bill will not hit abolition l.e.a.s, pledges minister

by Biddy Passmore

The Government's corporal punishment Bill would not force local authorities which had banned corporal punishment to abandon that policy, Mr Bob Dunn, schools minister, assured MPs on Monday.

Speaking during the Bill's Third Reading in the Commons, he said the Government intended that the legislation should be neutral on this question. But fears that the Bill gives specific powers to governing bodies to override the local authority were not dispelled by his assurances.

Mr Peter Newell, director of the Children's Legal Centre, said l.e.a.s would only have the final say on corporal punishment where schools' articles of government specifically gave the authority control of disciplinary policy. The centre would be pressing for an amendment in the Lords, he said, where it still hoped the Bill would be turned into an abolitionist measure.

The Bill, which was given an unopposed Third Reading, allows parents who object to corporal punishment to exempt their children from it - and gives legal immunity to school staff who beat a child who is not exempt. It gives effect to a 1982 ruling by the

European Court of Human Rights that parents' objections to corporal punishment must be respected.

The Bill has changed very little during its passage through the Commons. But the Government has accepted the need for some minor amendments, which were approved on Monday.

The most important of these protects pupils who are exempt from corporal punishment from unjust measures by the head or governors, such as suspension or expulsion. Another extends the Bill's exemption scheme to cover all publicly funded school places, including United Kingdom schools owned and run by government departments, such as the Ministry of Defence. It is not clear if truant or disruptive pupils in community homes run by social services departments would be covered.

The Bill has also been amended to restrict the administration of corporal punishment to teachers working at the school and "any other person who has lawful control or charge of the pupil and works there". This could include the matron but not the caretaker.

Although Mr Dunn heavily described the Bill as giving parents a new right without taking away any existing ones, and said it assumed a partnership between parents and schools, he freely confessed that he would rather have left things as they were.

Others were more outspoken. Mr Andrew Bennett, Labour's schools spokesman, said it was "a farcical measure" which a Labour Government would replace with a simple abolition Bill. His colleague Mr Martin Mannery said it was "monstrous and nasty", while Mr Robert Key, Conservative MP for Salisbury, was only a little kinder when he said it was "expedient and dotty".

Mr Clement Freud, Liberal education spokesman, spoke for many when he said the Bill was "a complete irrelevance" and had "wasted the time of the House".

Mr Tony Marlow, a right-wing Conservative, objected strongly to the interference in judgments by the European Court and said the Bill should be "chucked out". In the end, however, there was no division.

Jewish school must devote certain time to secular subjects, warns judge

by Bert Lodge

A reminder to Independent schools that they are not free to teach or not teach whatever subject they like, giving as much or as little time to them as they choose, came last week from a judge of the Queen's Bench Division.

The Talmud Torah Machzikei Hadassah school in Clapton, London, with 240 boys on roll, objected to a complaint served on it by Sir Keith Joseph, Education Secretary. This followed a visit by HM Inspectors who recommended a minimum number of hours should be devoted to secular subjects. Mr Justice Woolf, however, said the court could not grant the school's request for a declaration that the school's teaching was not in breach of the Education Act 1944.

The case is significant for the growing number of full-time independent schools in the country. About 12 Islamic schools are already operating

spokesman for the Islamic Circle Organization.

The requirement of the 1944 Act is that parents must ensure their children receive efficient full-time education suitable to their age, abilities and aptitudes. The implications of this were spelled out in the recent White Paper, *Better Schools*. "This requirement takes precedence if it conflicts with other considerations such as any general parental preference and the particular objectives of a style of school."

It goes on: "The interests of the child dictate that what is offered in the school should make it possible for him to get the most out of his school years and to keep all reasonable options open to him for his future education, training and employment." There follows a list of subjects independent schools are expected to offer "with due

Mr Jehudah Baumgarten, chairman of the governors of Talmud Machzikei Hadassah school, said it was impossible to divide the secular from the non-secular in the school. Yet the inspectors discovered certain subjects being taught in Yiddish and called them religious.

"The judge said it was difficult to find justification for Sir Keith telling us to teach specific subjects. And he was also concerned at the inspectors' recommendation of a set amount of time on secular subjects. This is encouraging enough for us to hope the DES will be prepared to sit down and talk."

The judge said the school should have appealed to the Independent Schools Tribunal. This has the power to annul a complaint or strike a school off the independent schools register if the recommended improvement

HEROIN. IT'LL TAKE MORE THAN A FEW ADVERTS TO SOLVE THE PROBLEM.

You don't need to be told that the heroin problem in this country is becoming increasingly serious.

The misuse of heroin is spreading rapidly and, for first-time users, it's usually free.

Given such circumstances, it might seem that running an advertising campaign is a bit like applying a sticking plaster to a haemorrhage.

That is wrong.

We're talking not to addicts but to young people who could become addicts in the future.

We want to stop the problem getting bigger.

Consequently, we're running an informative and educational campaign of which advertising is a part.

Starting in April, advertisements will appear on TV, posters and in teenage magazines.

Virtually all young people in the country will be aware of the advertising.

And we're confident that its impact will be far-reaching.

So what is the advertising actually saying?

Firstly, it has been painstakingly researched.

The tone isn't hysterical; we found that pictures of coffins or long-haired addicts on street corners run the risk of glamorising the drug.

Instead, the campaign simply and truthfully portrays the physical, psychological, social and financial consequences of taking heroin.

Of course, the campaign can never be a substitute for the work done by individuals.

But we believe it's a very necessary extension of it.

And we won't only be talking to children. From mid-March we're also running a special campaign in the national press aimed at parents.

It's designed both to educate them and encourage them to send off for a leaflet that gives more facts.

We'd like you to send off for the leaflets too.

One is mainly for your reference, the other two are specifically for parents.

'Drug misuse: A basic briefing' is a factual guide for professionals and parents.

'What parents can do about drugs' offers information and advice to parents concerned about their teenager's health and well-being.

And 'What every parent should know about drugs' gives basic facts on drugs and drug taking.

Naturally, we don't believe that all this will make the heroin problem disappear overnight.

But we do believe that prevention is better than cure.

Post to: DM/TES2, PO Box 21, Stanmore HA7 1AY.

Please send me the following leaflets:

Drug misuse: A basic briefing ☐
What parents can do about drugs ☐
What every parent should know about drugs ☐

Name (BLOCK CAPITALS PLEASE)
Address

Books expected to last 40 years

by Biddy Passmore

Many primary schools seem to expect books to last 30 to 40 years, members of the Library Association told MPs this week.

Schools often did not allow pupils to take books home, they said, because they were afraid the books would get lost or damaged and they could not afford to replace them.

This was worrying because it implied that books, however out-of-date, were to be used for ever, the librarians told the Commons Select Committee on Education.

In one primary school, the MPs heard, a librarian had recently found a book about television dated 1950 which ended: "One day, we may even have colour".

The Library Association, which represents 24,000 librarians throughout the UK, urged the adoption of national guidelines on school library provision similar to those laid down by the Department of Education in Northern Ireland.

Provision was now extremely patchy, with councils' spending on books ranging from a few pence to £3-£4 per child, said Mrs Wendy Drewett, head of the school and children's library services in Buckinghamshire. The school library service - an authority-wide service which acts as a back-up to individual libraries - also varied enormously. Parental fund-raising only served to widen the gaps between schools.

The librarians said there should be about 11 books or other library items per primary pupil. But, added Mrs Virginia Berkeley, youth librarian of Bedfordshire, "not any old 11 books, but a selection of good quality, valuable books for the children".

The association also placed heavy emphasis on the need for properly trained staff and suitable accommodation. Very few schools had teachers with the time and training to run the school library properly and exploit its stock, Mrs Drewett said. Improvements were needed in both initial and in-service training.

While the librarians agreed that books should be lying around the classroom in primary schools, and not confined to a separate library, they said a central collection was needed as children became more independent.

"The library should be the hub of learning for a school," Mrs Drewett said. Many school libraries were very makeshift affairs in a corridor or converted cloakroom. They should be at least as big as a classroom, allowing space both for borrowing and activities with a teacher.

Hidden dangers of early science

by Hilary Wilce

The drive to extend science teaching in primary schools could lead to more pupils being turned off the subject, with girls particularly at risk.

Preliminary findings from a study of how primary science teaching affects pupils' attitudes when they transfer to secondary school shows that pupils' interest in the subject is tied to the type of teaching they received, not the amount.

Marked differences have shown up between the pupils from two final-year classes in one primary school. Both classes received the same amount of science, but were taught in a different way.

Ms Jan Craig, of Loughborough University's department of education, who is examining pupils from nine primary schools feeding into two comprehensives, said her preliminary findings show that "actual classroom practice is crucial". Pupils who studied

"open-ended, investigative science" seemed much more inclined to continue studying science than those who had been taught "more formal, closed, secondary school-type science". Their interest often seemed dulled.

Ms Craig told *The TES*: "In the last few weeks there have been a number of calls for more science experts in primary schools, especially in Science 5-16, but I'm worried that this could simply mean an extension of this secondary school-type of teaching."

Many primary teachers had no science background, or else had some science education but no training in how to teach primary science, she pointed out. In one school she had visited, "they think they have a marvelous science scheme, lots of equipment, Bunsen burners, the lot, but I saw seven-year-olds copying 'Method, Result, Conclusion' down from the blackboard in a way that would be

old-fashioned even in a secondary school."

Girl pupils, in particular, responded strongly to different kinds of teaching, she said. "They seem most interested in classes with female teachers, and where science is presented as part of everyday life, not as something in a little box."

Ms Craig stressed that her research was still in progress, but in a paper to an international conference on girls and science this week, she wrote: "It has been widely assumed that an increase in primary science will have a positive effect on secondary science. This may only be true for certain sorts of primary science teaching - certain teaching styles or methods of classroom organization or a certain balance between content, processes and skills."

● A project to teach primary pupils



Bowing to success

These five children, pupils from St Giles first school in Ashford, Surrey, may have scored a musical first by passing the Royal Schools of Music exams in record time. All aged seven, the children began an intensive course of violin lessons last September. But after less than one term, they passed the Associated Examination Board Grade 1, which usually takes two years' tuition. Left to right, they are Richard Woodhead, Philippa Stanward, Nicholas Smith, Caroline Pidgeon, and Clare Norcott.

The death is reported of Geoffrey Elmore, HMI, chief inspector for primary education. He was 59.

Norman Thomas writes: Geoffrey Elmore began teaching at Kidlington junior school, Oxfordshire, in 1949. Shortly afterwards the headmaster noted in the log book that he had appointed a remarkable young teacher. Everything since has confirmed that initial impression.

As head of West Kidlington Junior School, from 1956, he helped others work as well. The school's outstanding work in language and art grew from his belief that children respond to the best in literature, and to looking for themselves.

In one memorable study of local spiders, their accurate descriptions and paintings attracted the attention of keepers of the British Museum.

His unusual talent in arranging and displaying the work of children and teachers brought out the quality in it and gave them a proper confidence in their abilities.

His appointment as chief inspector for primary education in 1981 came as no surprise and enabled him to redirect his main energies to primary education. Despite ill-health over the last two years, echoes of his voice can be detected in recent HMI and DES publications, and they are better for it.

Diana, his wife, and their six children will miss him greatly as will many interested in primary education. It is particularly sad that he will not have the opportunities to sail, paint and read that retirement later this year would have brought.

Norman Thomas was Geoffrey Elmore's predecessor as chief inspector for primary education.

Primary Index

Minding the decimal point	19
Middle school dancing queen	20
Pre-school picture books	24
Book review of 'Child Minding and Day Nursery: What Kind of Care?'	25
Pets Exhibition at the National History Museum	26
'Mathematics for Schools' worksheets	28

Developing a pattern for the future

Dodie Hodgkinson looks at how home economics can use and develop a wide range of personal skills

How do children learn when using computers in home economics? Do they learn more effectively when using the computer than in other ways? What has the computer to offer that traditional resources do not?

These are the questions that many home economists are asking, particularly when they feel pressurised to take on-board new technology without really understanding why, or if, they should.

The potential of the computer in the learning situation can be exploited in the following ways.

As an approach to problem solving The computer can put the pupils in a position in which the consequences of their actions may be assessed, for example, in kitchen planning the layout of a kitchen may be tested by the ergonomics, and then replanned to make more advantageous use of space or economy of movement.

The computer may also be used as a tool to investigate dietary problems: do some people spend too much on food? do some people eat too much but remain undernourished? Could we spend less on food and actually eat better?

Speeding the process of investigation The ease with which the computer can perform calculations rapidly has freed pupils from tedious arithmetic and allowed more time for consideration of the home economics aspects of a topic. The use of spreadsheets can make budgeting, the costing of foods and meals, and comparisons of saving and purchasing methods more appealing.

The assessment of dietary requirements can be tackled with younger pupils now that the multiplying out of food portions can be done by the computer. Such programs can also be of use to the teacher for departmental

cannot be stressed too much. You can ensure that learning is extended by suggesting alternative avenues of exploration.

A tool for investigation The use of information handling programs provides children with the facility to assemble and communicate information in a variety of ways. Pupils have collected information about shopping habits, old people's eating habits, children's accidents, etc. They have then presented their results in the form of tables, bar graphs or frequency charts.

Stimulating curiosity and interest This is particularly apparent when pupils are using the computer to investigate material which has personal relevance. For example, pupils

organise for book and equipment inventories, pupil marks and averages.

Extending learning The computer provides the facility for asking 'what would happen if...?' Eg, to my heating bill if I put in double glazing? To my sugar and fat intake if I ate just one more chocolate bar? To my weekly budget if I make impulse buys?

The importance of the presence of the teacher, at the right moment, organisation for book and equipment inventories, pupil marks and averages.

who analyse their own diets may consider questions such as 'How much salt is there in an average day's food that I eat? How does this compare with what I need? What sort of foods are providing this salt? Could this tell me anything about the foods to watch out for in the future?'

It may be that they are using the computer to assess the effects of clothes on their own figure type. This inevitably leads on to the consideration of others and their problems.

Developing communication skills Group work round the computer leads to the development of verbal skills and that there is less frustration when things go wrong.

It is also possible for pupils to try out more variations of a design, on the screen, than would have been possible in fabric and thread, bearing in mind such considerations as time and cost, so more opportunity for development of ideas is provided.

References This is a selection of programs that demonstrate the points I made above 1 TASK (Testing, assessment and study of kitchens). Available from British Gas, September 1985. 2 Microedit. Longman Software, 33-35 Tanner Row, York YO1 1JP. 3 Basecalc. Gemini Marketing, 18a Littleham Road, Exmouth, Devon. 4 Viewsheet. Acornsoft suppliers. 5 Home Heating. Longman Software. 6 Quest. AUCBE, Endymion Road, Hatfield AL10 8AU. 7 FADS (Figure appreciation and dress selection). AUCBE. 8 Mosaic. AUCBE. 9 Infoview. AUCBE. 10 Eifax. Tecmedia, 5 Grandby Street, Loughborough, Leics LE11 3DU.

language development. The use of local viewdata programs has provided pupils with the opportunity to communicate information in a visual form, thereby developing creativity and imagination, referencing and indexing skills, research, design and layout.

The software used for the activities mentioned above falls roughly into four categories: problem solving; information handling; financial; creative. With limited money to spend on software I would recommend you choose initially just one program from each of the categories.

Buy in conjunction with colleagues from other departments to ensure adequate resources to ensure the strategies outlined above and to form the basis of a good software library.

Three pages from a viewdata database. The use of local viewdata programs provides teachers and pupils with the opportunity to communicate information in a visual and colourful form.

HEALTHY DIET	GI	GI
1. Eat more fibre		
2. Fibre content of bread		
3. Foods with high FIBRE content		
4. Foods with medium FIBRE content		
5. Foods with low FIBRE content		
6. Foods with no FIBRE content		
7. FIBRE index		
8. Main index		

HOME ECONOMICS	GI	GI
1. FIBRE CONTENT OF BREAD		
2. WHITE HIGH FIBRE	0.4%	
3. WHOLEMEAL	4.8%	
4. WHOLEMEAL	4.8%	
5. WHOLEMEAL	4.8%	
6. WHITE	2.7%	

HOME ECONOMICS	GI	GI
1. Increasing fibre content when cooking		
2. For each 100g of food		
3. For each 100g of food		
4. For each 100g of food		
5. For each 100g of food		
6. For each 100g of food		
7. For each 100g of food		
8. For each 100g of food		

Enabling decision making By providing children with large amounts of data which they can manipulate in different ways it is possible to put them in a position in which they have to make decisions based on different criteria.

Data concerned about, eg, cookers can be used as the basis for discussion about the priorities of the elderly, handicapped, parent of young children, working wife, etc. The data base can be used to evaluate the choices made.

Encouraging creativity The use of design programs such as Mosaic has been founded to encourage creativity in those children with little natural creative ability. The facility of the computer to alter things easily and change parts of a design easily means

Additional, you will find that a word processing program is a useful personal acquisition for the preparation of pupil materials. In the hands of an unimaginative teacher the computer can be little more than a tool for drill and practice, a time-filler or a reward for pupils who finish work first. Used with imagination it can provide the potential for extending learning in a way which is both stimulating and effective.

(Dodie Hodgkinson works from the Advisory Unit for Computer Based Education, Hatfield, and is funded by All Saints Educational Trust to develop the use of the computer in home economics in the Chiltern Region)

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(Dodie Hodgkinson works from the Advisory Unit for Computer Based Education, Hatfield, and is funded by All Saints Educational Trust to develop the use of the computer in home economics in the Chiltern Region)

References This is a selection of programs that demonstrate the points I made above 1 TASK (Testing, assessment and study of kitchens). Available from British Gas, September 1985. 2 Microedit. Longman Software, 33-35 Tanner Row, York YO1 1JP. 3 Basecalc. Gemini Marketing, 18a Littleham Road, Exmouth, Devon. 4 Viewsheet. Acornsoft suppliers. 5 Home Heating. Longman Software. 6 Quest. AUCBE, Endymion Road, Hatfield AL10 8AU. 7 FADS (Figure appreciation and dress selection). AUCBE. 8 Mosaic. AUCBE. 9 Infoview. AUCBE. 10 Eifax. Tecmedia, 5 Grandby Street, Loughborough, Leics LE11 3DU.

language development. The use of local viewdata programs has provided pupils with the opportunity to communicate information in a visual form, thereby developing creativity and imagination, referencing and indexing skills, research, design and layout.

The software used for the activities mentioned above falls roughly into four categories: problem solving; information handling; financial; creative. With limited money to spend on software I would recommend you choose initially just one program from each of the categories.

Buy in conjunction with colleagues from other departments to ensure adequate resources to ensure the strategies outlined above and to form the basis of a good software library.

Three pages from a viewdata database. The use of local viewdata programs provides teachers and pupils with the opportunity to communicate information in a visual and colourful form.

HEALTHY DIET	GI	GI
1. Eat more fibre		
2. Fibre content of bread		
3. Foods with high FIBRE content		
4. Foods with medium FIBRE content		
5. Foods with low FIBRE content		
6. Foods with no FIBRE content		
7. FIBRE index		
8. Main index		

HOME ECONOMICS	GI	GI
1. FIBRE CONTENT OF BREAD		
2. WHITE HIGH FIBRE	0.4%	
3. WHOLEMEAL	4.8%	
4. WHOLEMEAL	4.8%	
5. WHOLEMEAL	4.8%	
6. WHITE	2.7%	

HOME ECONOMICS	GI	GI
1. Increasing fibre content when cooking		
2. For each 100g of food		
3. For each 100g of food		
4. For each 100g of food		
5. For each 100g of food		
6. For each 100g of food		
7. For each 100g of food		
8. For each 100g of food		

Enabling decision making By providing children with large amounts of data which they can manipulate in different ways it is possible to put them in a position in which they have to make decisions based on different criteria.

Data concerned about, eg, cookers can be used as the basis for discussion about the priorities of the elderly, handicapped, parent of young children, working wife, etc. The data base can be used to evaluate the choices made.

Encouraging creativity The use of design programs such as Mosaic has been founded to encourage creativity in those children with little natural creative ability. The facility of the computer to alter things easily and change parts of a design easily means

Additional, you will find that a word processing program is a useful personal acquisition for the preparation of pupil materials. In the hands of an unimaginative teacher the computer can be little more than a tool for drill and practice, a time-filler or a reward for pupils who finish work first. Used with imagination it can provide the potential for extending learning in a way which is both stimulating and effective.

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YORK

An HMI who got the best out of everyone

The death is reported of Geoffrey Elmore, HMI, chief inspector for primary education. He was 59.

Norman Thomas writes: Geoffrey Elmore began teaching at Kidlington junior school, Oxfordshire, in 1949. Shortly afterwards the headmaster noted in the log book that he had appointed a remarkable young teacher. Everything since has confirmed that initial impression.

As head of West Kidlington Junior School, from 1956, he helped others work as well. The school's outstanding work in language and art grew from his belief that children respond to the best in literature, and to looking for themselves.

In one memorable study of local spiders, their accurate descriptions and paintings attracted the attention of keepers of the British Museum.

His unusual talent in arranging and displaying the work of children and teachers brought out the quality in it and gave them a proper confidence in their abilities.

His appointment as chief inspector for primary education in 1981 came as no surprise and enabled him to redirect his main energies to primary education. Despite ill-health over the last two years, echoes of his voice can be detected in recent HMI and DES publications, and they are better for it.

Diana, his wife, and their six children will miss him greatly as will many interested in primary education. It is particularly sad that he will not have the opportunities to sail, paint and read that retirement later this year would have brought.

Norman Thomas was Geoffrey Elmore's predecessor as chief inspector for primary education.

Funding unfair

Variations in primary schools funding were leading to educational disadvantage in some areas, delegates heard at last week's National Association of Schoolmasters/Union of Women Teachers conference.

Delegates called for guaranteed minimum staffing levels for primary schools to protect the curriculum. Mr John Donovan, executive member, said the discrepancy between schools was an outrage. Pupil-teacher ratios varied from 17.4 per cent to 26.5 per cent.

DES attacked

The Department of Education's plan on teacher supply were fiercely attacked last week by the Secretary of the Welsh Joint Education Committee.

Mr Gareth Lloyd Jones said it was "totally unrealistic" to expect that teachers could be redeployed from secondary to primary schools and from one local education authority to another.

He also claimed that the recent fall in teacher numbers was a direct result of increased centralisation

A recipe for success

Jane Howden describes the production of some new software

Designing kitchens with computer assistance was the idea behind a proposal submitted to MEP for curriculum development funding in early 1983. From that first contact has sprung a whole range of related projects in the West and North Yorkshire region and which will be of benefit to the rest of the country.

Leeds and Kirkcaldy, each seconded a teacher to investigate how micro-computers might be used more widely in home economics. They were given a wide brief to research and make a list.

So as to avoid duplication of effort with those already working in this area a complete list of programs which could supplement home economics teaching was compiled.

It was also important to know the current status of home economics in the region. This was established by surveying secondary schools as to the range and type of syllabi followed in the home economics departments.

Those responding were also invited to offer suggestions as to where they considered computers could be used effectively. From an enthusiastic response an extensive list of possible programs was whittled down to six for further consideration.

These were kitchen planning, textiles, time planning, thrifty shopping and meal planning, using electricity, and design. Outlines of computer programs were developed for consideration at a one-day working conference of the six regional home economics teachers and 35 teachers.

The structured evaluation of the programs was carried out by a group of teachers who were asked to produce a list of interest. An important point was made possible to develop a full specification for five programs and to indicate how they might be used by teachers and pupils in the classroom.

As a result of the detailed report produced by the two seconded MEP teachers, a series of software packages and options are provided for development

for the packages and this began in September last year with a team that included a systems analyst and a programmer as well as the two teachers.

The development is following the outlines as far as possible but will take notice of changes found necessary by the classroom use. The project is due to be completed in October with publication following up as soon as possible thereafter.

During the research phase of the project it became clear that there was a need for in-service training for home economics teachers in the use of computers in their curriculum area. The seconded teachers successfully ran a number of courses across the region.

A useful spinoff of these has been the valuable contributions to the project made by many of the teachers attending the courses. They have collected data for three of the five packages and at a later stage they will be involved with in-school training and evaluation.

The five packages being developed.

Kitchen planning helps pupils design layouts to fit a variety of kitchen shapes and then to evaluate their designs in terms of efficiency, comfort, safety and hygiene. Plan views and elevations are displayed to enable the pupils to visualise the resulting design. Facilities will be available to route plans and units according to their functions to make planning easier.

Human digestion allows the pupil to select a food and observe it being broken down during digestion. Foods are displayed as their component nutrients, enabling pupils to visualise where nutrients are digested and where their specific enzymes are manufactured. The program is designed for secondary school pupils and options are provided for development

Resources for home economics

There are many calculations which we perform in every-day life time and time again, but with a different set of figures each time. Household budgeting, comparisons of shopping prices or savings methods, costing a dish or meal, all these are often accomplished with paper and pencil and setting things out in rows and columns with headings for amounts and calculations to be made.

A spreadsheet is like a blank page of rows and columns to rework all the mathematics every time one factor changes the computer does the calculations automatically.

Spreadsheets in home economics is a 26-page A4 guide to ways in which such software can be effectively used in the home economics curriculum. It is available from AUCBE, Endymion Road, Hatfield, AL10 8AU at £2.

The MEP Home Economics Pack is one of a range of such packs compiled by the Programme. It contains a comprehensive list of resources in a variety of media, reviewed and evaluated wherever possible. The complete list of packs is on the order form, which also gives details of costs and ordering arrangements. The order form can be had from regional information centres or direct from MEP Data Service, Cheviot House, Coth Lane Campus, Newcastle-upon-Tyne NE7 7XA. Phone 091-266 4716.

The May issue of Modus, the magazine of the National Association of Teachers of Home Economics, will contain a list of home economics programs for microcomputers. The title, descriptions and availability are covered. A copy of the single issue is £1.75 from NATHE. Hamilton House, Mableton Place, London WC1H 9BJ. Annual subscriptions (£8 issues) are £14 to non-members, £10 to college students. Details from NATHE.

provides a database of properties and materials and fabrics. It includes descriptions of the properties and textures of various materials and fabrics and the way they are used in home economics.

Time planning is a home economics program in which the pupil is asked to plan a meal and to indicate how they might be used by teachers and pupils in the classroom.

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The Microelectronics Education Programme has put together this page so that if you're a teacher and you're looking for resources to use with microcomputers you might find it in your subject.

If you'd like some more help then your local adviser is the person to turn to first. We try and keep them informed about the latest developments in home economics and computers.

NEWS

Geography could face squeeze on the timetable

by Hilary Wilce

Geography could be squeezed off the timetable as secondary schools move towards providing a core curriculum. Physical geography was particularly threatened, teachers meeting in London last week were told.

Curriculum reforms have forced geography to compete with other humanities subjects for a limited proportion of the timetable. Miss Pat Cleverley, incoming president, told the Geographical Association at its annual conference.

At her own school, Witherwood, in Bristol, new guidelines for pupils of 14-plus would leave only a third of classroom time free for optional subjects, with half a dozen subjects competing for each of the three choices allowed.

"Geography would be offered, but the end product at 16-plus will inevitably be a much reduced General Certificate of Secondary Education entry and this will have an effect on subsequent A level choices and numbers."

As schools struggled to provide the kind of balance outlined in *The Curriculum from 5 to 16*, they were likely to turn away from traditional subjects towards integrated humanities courses, she said. But, "a high percentage of those now available have little geographical content; some topics could be given a geographical slant, but are really sociology or economics."

The Joint Matriculation Board's course offered 10 topics, "and although some could have a geographical input, it is basically sociology," Miss Cleverley said. The course offered by the Midlands Examinations Group, "has greater geographical content, but is more of a syllabus, offering a choice of 21 subjects, including many familiar geographical topics such as industrialization and urbanization, but also allowed schools sufficient freedom for them to omit geographical topics altogether."

"However, in each of these there is a fundamental problem for the geographer. What is happening to physical geography in such a 'human' context? ... In the context of an integrated course it is not sufficient to say that a topic chosen, such as 'Environmental Management' or 'Recreation and Conservation', will involve physical background. It needs a separate unit which develops a theme and is more than a superficial mention."

The GCSE geography criteria laid down that all syllabuses should have both physical and human elements. Miss Cleverley pointed out, "Should this criterion not also apply to the geographical element in an integrated course?"

'Keep talking' plea on pay dispute



Susannah Kirkman reports from the National Confederation of Parent-Teacher Associations' conference in Manchester

hesitate to take on the teachers," said Mr James.

Parents were "humbled" by the range of views from the teachers' unions, Mr James said. He urged teachers to launch a campaign to explain their problems.

Many parents were unaware of the great pressures teachers were under, according to Mrs Esmée Epton from Cheshire. Yet, she said, parents had an important role in restoring teachers to the high status they had once enjoyed. "In return, I know teachers won't let parents down."



James Hammond

Backing for teachers also came from Mrs Pam Hornby, whose 16-

year-old daughter is about to take her O levels at Heathfield High School, Coughton. Her daughter's revision timetable had already been disrupted - her 13-year-old son was having difficulty choosing his options. But Mrs Hornby said that parents should stand by the teachers and try to stem the growing exodus from the profession. She suggested that the PTA compile figures for the numbers leaving teaching.

Mrs Melan Mansfield, a teacher at Haringey, London, comprehensive and mother of five school-age children, said that teachers deserved support because they were not only fighting for improved status and pay but for education as a whole and resources. "We've got to get this government to give money to education," she said.

Condition of schools deplored

The "unacceptable deterioration and inequalities in the provision for state schools" and the "shameful deterioration" in their decoration were roundly condemned by the conference.

It voted overwhelmingly in favour of making central government responsible for maintaining adequate funding for education, so that it was independent of local government budgets or the financial circumstances of parents.

"Children can't choose which families they will be born into or where they will live. Education funding must be a national responsibility," insisted Mrs Margaret Pengelly, a parent from the South. Clamorgan PTA Federation. Mrs Pengelly said PTAs were caught like "pigs in the middle" between the DES and the local authorities. When parents wrote to the DES to complain about poor funding, the DES replied that resources had increased overall, yet the l.e.s.s. said there was no money.

Mrs Pengelly suggested that the PTA should become a statutory body.

by gathering evidence to show that funding was a national, not a local problem.

A survey by the Cheshire Federation of PTAs has already shown that a third of PTA funds in the county is spent on redecorating schools. "We're paying for education once through rates and taxes and again through bingo and jumble sales," Mrs Esmée Epton protested.

A nationwide survey is being undertaken to show where PTA money is going and how much is being used for basics like text and exercise books. Overall, PTA spending is thought to have increased by nearly 300 per cent since 1980, as a direct response to the cuts.

But parents' contributions are not growing in areas of high unemployment, which means that the children there are becoming more and more disadvantaged. A two-tier education system is developing, according to Mr

secretary.

"It's a terrible imposition to expect unemployed parents to make up the deficiency which the l.e.s. creates," Mr Hammond told *The TES*. He described Sir Keith Joseph's attitude to fund-raising as "scandalous".

At the North of England Conference in January, the Education Secretary said that l.e.s.s. should take parents' voluntary contributions into account when allocating capitation allowances.

Mr Hammond said some PTAs were refusing to fill in their questionnaire on PTA funds because they did not want the information to be used to deprive schools still further of l.e.s.s. funds.

Mr Hammond is hoping that the results of the survey will provide conclusive evidence of underfunding. "We suspect that there are gaps in provision in all l.e.s.s. It is no longer appropriate for the government to deny it is their problem - they must increase the total spent on education."

A case of chips with everything?

Cafeteria-style catering came under attack from the NCPPTA as local education authorities agreed to gather evidence to see whether children were receiving adequate nutrition and nutritional education in schools.

The 1980 Education Act meant that schools had switched from a highly subsidised meals service to a self-financing catering service, according to Mr Colin Pordham, from the Birmingham Earl High School PTA in Norfolk. Far too many children were regularly choosing chips, burgers and cola.

As 38 per cent of school meals, Norfolk was provided for, parents probably expected the school to be the main meal of the day and it was not enough to provide and food.

Mr Pordham said he was not taking the school meals staff, who had been threatened with further redundancies unless waste could be reduced. The healthier alternatives such as baked potatoes and fresh fruit should be provided.

Mr Jack Jones, NCPPTA parent secretary and head of a primary school, said that training in balanced eating had to start at home. He argued that it was impossible to force children to eat healthier diets.

But delegates from Norfolk and Haringey reported dramatic improvements in school menus after pressure from local PTAs. In Haringey, 67 per cent of children of school dinners, the highest number in the country, cooks have been sent to courses to help them plan more nutritious meals.

And in Leicham, curries provided for ethnic minorities have been well received enthusiastically by all children.

Overhaul of nursing education proposed

Radical changes in the education of nurses are proposed in the report of an independent commission set up by the Royal College of Nursing.

The commission, chaired by Dr Harry Judge, director of the Department of Educational Studies at Oxford University, calls for the "wholesale shifting of the apparatus of nursing education outside the NHS".

Instead, students should take an integrated three-year course in a polytechnic or institute of higher education leading to a single basic professional qualification, the Diploma in Nursing Studies.

The first year would offer a common foundation course with some experience in a variety of institutional and community settings to give students a basis for later specialization.

Practical work taking up about one-third of the course in the second year would be divided between community, hospital and mental health work. The final year would allow more time for specialisms and practical work.

Nursing students will then no longer be "just a pair of hands", and an employee first and a student second, the report says.

It points out that out of every 100 students starting out on a nursing career only 65 will qualify. Those who do will be "programmed" to respond to circumstances, not educated in the full sense of the word.

Nursing education takes place in an "atmosphere reminiscent of a 19th-century teachers' training college... it has fallen, and seems to be imprisoned, in the trap of its own history", the report says. If the present system continued undisturbed, it would not be capable of delivering an adequate number of qualified and safe practitioners.

The education of nurses: a new dispensation by the Commission on Nursing Education, published by the RCN, 20 Cavendish Square, London W1M 0AB.



Student nurses: just "a pair of hands" at present.

Study envisages experimental school system run by DES

by Mark Jackson

An experimental branch of the school system to be run directly by the Department of Education and Science is suggested in a paper published by the right-wing Centre for Policy Studies this week. It sees this as a way of leading local authorities back to a selective tripartite system.

The paper, written by Mr Fred Naylor, who has been closely associated with the education Black Papers group, calls for an "immediate moratorium" on further comprehensiveization. Instead it suggests that the surviving schools "of specialized character" should be supported while the DES sponsors experiments with technical schools.

The paper claims that both the USA and the Soviet Union are retreating from the principle of uniformity in secondary provision and are introducing various forms of technical and vocational schools. But Mr Naylor, a former technical head, appears to prefer the West German system, and says that some of the experimental schools should be modelled on German prototypes.

He argues that the German version of selective education, in which in-

termediate schools provide broad general education emphasizing mathematics and vocational subjects, but not a vocational education, would offer parents a clear-cut alternative to the grammar schools. Under the German system vocational education is reserved for pupils in the lowest tier of schools.

Mr Naylor also wants l.e.s.s. to be encouraged to experiment with magnet schools of the kind being set up in America. They build their curriculum around a special theme or method which may be science, or some form of technical or vocational education.

He wants similar experiments along the lines of the Russian "mass school" with special profiles which provides a common core plus options, but specializes in one of the options.

In the longer term, says Mr Naylor, there should be a broader sixth-form curriculum, including English, mathematics and science for all. In the shorter term he calls for "efforts to use all subjects to greater effect in developing intelligence and imagination", and for a recognition of the importance of some manual work for all pupils.



In residence: The boy above is the subject of one of the photographs by Roger Hargreaves, taken at Warfield Park School, Peckham, which were exhibited at South London Art Gallery with work from other artists and pupils during residencies in three Southwark schools.

How to breathe new life into old texts

Children are being asked to respond imaginatively to English literature in the classroom, but then sent out to the unimaginative world. They would get more benefit if literature were set in a modern social and cultural context, English teachers were told last week.

This approach was presented by Mr Terry Eagleton, critic and author, in his introductory address at the 22nd annual conference of the National Association for the Teaching of English.

The conference at Nottingham University, took up Mr Eagleton's ideas enthusiastically, and as a result a workshop on "New ways of looking at old texts" was oversubscribed. In his address, "The bankruptcy of Liberal Humanism in English studies", Mr Eagleton argued that the teaching of literature has focused too much on the growth of the individual child, with

too little social application. Many NATE members have already taken up Mr Eagleton's ideas. One member, Ms Elaine Millard, said she had taught *Blank House* by placing it in the context of current talk about returning to Victorian values.

Mr Patrick Scott, chairman of NATE, said that many members welcomed the questioning and overturning of conventional literary theory, although others felt that their notions of teaching English were threatened.

A study of literature and poetry, experience of factual writing, and the improvement of basic grammar should be the main components of the English syllabus for 14-year-olds upwards, say people who answered a survey compiled by a technical author.

More than 100 people from a wide professional and social area replied to a questionnaire, prepared by a mem-

ber of the committee of the Institute of Scientific and Technical Communicators (ISTC). Its purpose in part was to respond to HM Inspectors' report, *English from 5-16*, which heavily emphasized grammar.

On average, participants favoured allocating 19.4 per cent of the syllabus to factual writing - including business letters and articles - 19.3 per cent to the study of literature and poetry, and 16.5 per cent to grammar. The exercise of writing "conventional school-style essays" was only accorded 8.3 per cent of the syllabus, and writing poems, 3.6 per cent of it.

As many as 63 of the 108 people who answered the survey wanted to give a factual writing at least 20 per cent of the syllabus, whereas not one wished to give this proportion of it to writing poetry, or learning how to write a book and get it published.

Mr Mike Austin, the author of the survey, asked the same questions of a group of 14 professional writers. They were unanimous in placing the study of literature and poetry at the top of their list. They were in favour of averaging out their replies, of according 30.5 per cent of the subject time.

Mr Austin is a campaigner for precision of expression. He believes that experience of factual writing in school would assist people in industry whose progress is hampered by inarticulacy.

He considers that the results of the survey back up his view, but emphasizes that this was not engineered. The participants included an insurance broker, a priest, a dental surgeon, a retired bank manager, a number of nurses, secretaries, engineers, mechanical engineering students and housewives.

- Does sex education increase promiscuity?
- When should sex education in school start?
- Does the Gillick ruling mean that teachers are breaking the law by talking about contraception?
- How should teachers deal with controversial issues like abortion?
- What teaching methods are appropriate to sex education?



The FPA Education Unit is holding another series of courses in **PERSONAL RELATIONSHIPS AND SEX EDUCATION FOR TEACHERS** in July 1985. There will be held in BIRMINGHAM, EXETER, LONDON, MANCHESTER AND SHEFFIELD. Further details from the FPA Education Unit, 27-35 Mortimer Street, London, W1N 7RJ. (tel. 01-631 0555)

Mike Durham reports from the NAS/UWT conference in Torquay

Rules hinder handicapped

NAS/UWT members are to be advised not to accept handicapped pupils in ordinary schools unless adequate specialist staff and equipment are available.

Guidelines will be sent to emphasize that the move is in the interests of the children themselves, as well as their non-handicapped classmates.

The conference was told that the 1981 Education Act, which provided for children with special needs to be integrated into ordinary schools, has fallen foul of a "cumbersome and bureaucratic" procedure.

Resources were not being made available, and schools were being starved of funds for specialist equipment.

tee had earlier suggested that a quarter of all pupils needed special teaching or facilities at some stage in their school career.

At the heart of the problem is the new system of notifying local authorities and the education department of children with handicaps, known as "statementing".

A statement of the child's disabilities and requirements - which could include special typewriters, computer aids, therapy equipment and specially trained staff - is supposed to be drawn up and provided to parents and authorities.

But the conference was told that the documents took so long to compile that the system could not cope. Thousands of disabled children had never been included. But without the statements, schools were unable to claim the extra grants provided to buy equipment.

Mr Gordon Jamieson, head of Apley Wood special school in Not-

tingham claimed there was a "system" of inadequate resources and that l.e.s.s. were exploiting the confusion to save money.

An angry plea for a change in teachers' pension arrangements was defeated. Delegates were told the Government had mismanaged pension funds for 30 years. The conference called on the Government to transfer investments to a "model fund" which would cut contributions by 3.3 per cent, it was claimed. In a separate vote, it was claimed that a separate move, conference called for a determination in pension arrangements to be ended.

A motion of no confidence in the NAS/UWT executive was rejected by a vote of 10 to 1. The motion by Coventry branch was defeated to a vote of 10 to 1. In the event it received only 20 votes. Coventry had claimed the leadership lacked the charisma of its predecessor.

Secondary renovation bill put at £500 million

by Biddy Passmore

Some £500 million may need to be spent on renovating secondary schools in England and Wales to catch up with the backlog of maintenance resulting from the cuts of the last decade, a report from the Audit Commission said last week.

The report, published on Monday, says central government must reduce its attempts to control council capital investments to a further run-down in the state of schools, housing and roads.

The present system of financial control, under which central government sets yearly spending limits, breeds waste and inefficiency on an unacceptable scale, it says. But the Commission does not call for an increase in Exchequer grant or public sector borrowing. Instead, it wants local authorities encouraged to raise and spend their own money.

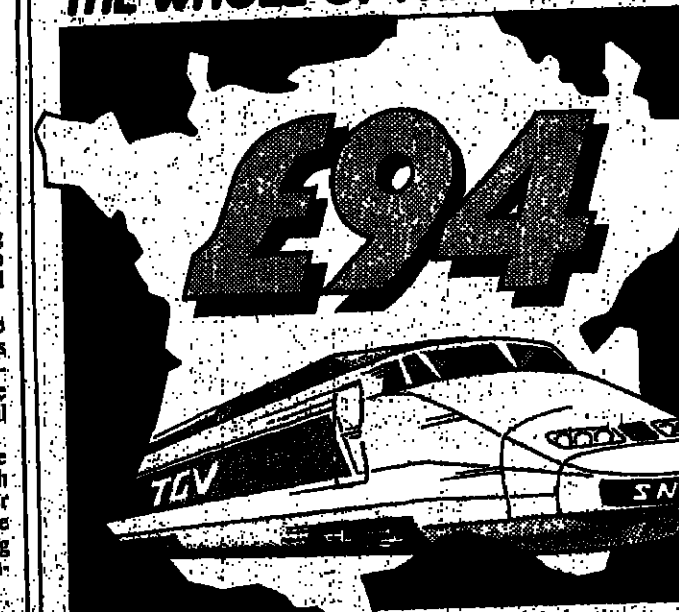
Additional funds for capital spending could be found through improvements in operating efficiency, higher charges for services and further sales of under-used assets.

It also wants to see the planning horizon changed from one year to three, to avoid rushed decisions and last-minute spending sprees.

The report traces the steep decline in capital spending by local authorities since the first oil crisis. Capital spending on education (10 per cent of the total) fell by 60 per cent per pupil between 1974 and 1982.

The report also pinpoints the growing backlog of maintenance, with spending now running some 44 per cent below the level needed. The backlog can only get worse if spending on renewing the school stock is constrained, the Commission says.

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NEWS

'Give Assisted Places cash to teachers' plea ignored

Money currently being spent on the Assisted Places scheme should be used instead to give teachers a pay rise, the conference was told.

Mrs Mary O'Grady, a teacher at the Independent Hull High School for Girls but which has no assisted places, said that nearly all teachers could qualify for the subsidy offered to poor parents. More than 4,000 children a year had been added to the scheme since it was introduced in 1981. Last year it cost £22,500,000.

Parents with an income up to £6,000 a year had full remission of fees; those with up to £8,000 paid only £276 a year; up to £14,000 they paid £1,884 - still nothing like the total fees charged by the schools, she said.

"For a teacher on Scale 2 where the maximum is £9,997, the effective income will not be far above £8,000. As for the £14,000 figure, we don't have to worry about that, do we?"

Miss Christine Richman, from Hull, pointed out that more than 200 independent schools took part in the



Bert Lodge reports from the annual conference of the Assistant Masters' and Mistresses' Association in Folkestone.

scheme. In 47 schools, 20 per cent of pupils had Assisted Places; in 50 schools, it was over 30 per cent, and in 44 schools over 40 per cent.

"Should not this money be used to improve the education of the majority by improving the salaries of teachers in the maintained sector?" she asked.

Opposing, Dr Bernard Knowles, from Batley Grammar School, which has Assisted Places, said he under-

stood the association welcomed members of the independent sector. The resolution talked of 40 per cent of AP parents with less than £6,000 a year. "You are saying to them, 'Know your circumstances in life. We have need of your money for ourselves,'" he said.

"This is not only a bad self-centred resolution, it is unworthy of this association. If it is passed, many of our 13,000 members in independent schools will reconsider their position."

Mr Frank Jeffrey, Plymouth, said the resolution was muddled and a nonsense. "The 40 members in my school see it as divisive. In financial terms, it would mean only about £50 per head among teachers."

"This resolution asks the conference to go on public record as seeking to remove money from poor parents and give that cash to teachers. Can this be the public image of this association?"

A proposal not to vote on the motion but to move to next business was accepted.



John Ratcliffe



Bill Meredith

The militant tendency that lasted just 2½ hours

At midday last Thursday the AMMA conference narrowly accepted a proposal that the association's members should "continue working normally but refuse to take part in any new initiatives such as profiling, records of achievement and new examinations until a satisfactory professional salary is fully introduced."

But by 2.30 pm they had thrown it out, some of the "militants" having had second thoughts.

Had the proposal been adopted, AMMA's 95,000 members would have found themselves making common cause with the National Association of Schoolmasters/Union of Women Teachers in blocking all preparatory work for the new General Certificate of Secondary Education.

As it was, they returned to school this week urged to withdraw lunchtime supervision but otherwise "to work as normally as circumstances permit." Calls for "no cover" action and a ban on parents' and staff meetings were defeated. And the conference reaffirmed the association's policy of pursuing the salaries dispute through negotiation or conciliation or, in the event of a clear breakdown, arbitration.

Seconding the motion proposing the withdrawal of lunchtime supervision, Mrs Doreen Jones, former AMMA president, said this was not inconsistent with the negotiated approach. The lunchtime issue was a special one and the proposed action would tell the employers that it must not be contracted.

She was not a non-striker, she said. "I would advocate such action, for all the damage it does, if I believed at the end of the summer term surveys would be achieved and more money put into the Budget. But I don't believe this is the way forward at this time."

Referring to the strikes by Scottish teachers and the NUT she added: "I believe they are going down a cul-de-sac. The damage that could be done to the profession at the end of the day could be as great as that done to the miners."

Mr Bill Meredith, president of the Hillingdon branch, said it was important that AMMA should be seen to be taking some action. Some members had been called seats by members of

other unions. School trips arranged by AMMA members had been boycotted by colleagues. "I fear that I may have to go back to members without the positive lead they want."

Moving an unsuccessful amendment that members should continue working normally, Mr Edward Langley, Coventry, said any action taken should be aimed at legitimate and achievable objectives. "We don't need to offer pupils or dinner ladies' jobs," he asked if pupils were allowed to roam the streets during the lunch hour, who would have to calm them down during the first period of the afternoon.

Opposing the amendment, Mr John Page, executive, referred to a membership poll which showed 51 per cent of members who asked to vote wanted something done. "Can the assembly fly in the face of the 51 per cent of members who asked to vote for some action?"

Mr Peter Rogers, Bolton, opposing the unsuccessful amendment to withdraw attendance from parent meetings and from staff meetings outside school hours, pointed out that the poll showed most members favored this move. "If you vote now not to activate this resolution then you are anti-democratic. I have heard that the executive saw the ballot more as an opinion poll on it."

Mr Elgar Jenkins, executive, pointed out that only 53 per cent of members had supported the proposal. "How can we communicate with parents if we don't go to parent meetings?" he asked. "Let's get on with the task of informing the general public this country."

Supporting the amendment which would have had members refusing to cover for absent colleagues from the second day onwards, Mr John Ratcliffe, Lancashire, said he had already suffered a coronary. Yet on 30 days this year he had to take on extra classes. "I make that six weeks' additional work. Why should a car patient go on doing this job for the local education authority as one of one?"

The successful motion also asked members to contribute a special fund to be used for publishing the Budget case. The executive plans to raise £100,000 over the next 18 months buying space in national newspapers.

Bid to counter YTS 'carve-up'

Moves began this week to counter the alleged "carve-up" by the Manpower Services Commission of the planning for the new two-year Youth Training Scheme. The British Youth Council announced that it was considering inviting the education service and other interests to form a joint planning body to win a real say in the discussions.

The MSC arrangements for drawing up the new scheme have been denounced as a carve-up by Mr Wilson Longden, the commissioner representing the education service, because they appear to be dominated by the Confederation of British Industry and the TUC. Even the local authorities have only minimal representation on the working party the MSC has set up.

The BYC says that although Mr

Geoffrey Holland, the MSC's director, has invited the education bodies, the voluntary agencies, youth organizations, and the careers service to set up consultative groups to submit their separate views, fragmented discussions of that kind are unlikely to carry much weight.

The National Union of Students says it welcomes the possibility of joint consultations, whether or not they lead to a joint submission. It points out that the youth organizations and the youth service already have a joint support group, and that similar groups exist among the voluntary agencies and the educational organizations.

The NUS may also bring into the consultations some individual unions closely involved in youth training, whose views may not coincide with the

approach of the TUC.

Meanwhile, the BYC this week planned to complain to the Commons Employment Select Committee about the way the MSC is trying to rush through the consultative process. The MSC is demanding that representations are submitted by the end of next month, which the BYC insists would make it impossible for organizations to establish the views of their members on the ground.

Mr Malcolm Ryan, BYC's chairman, told *THE TES* that it had taken more than a year to draw up the existing scheme with all its initial snags and miscalculations. It was absurd for ministers and the MSC to think that the re-shaping of the scheme could be settled in three months or less.



Wilson Longden

MSC streamlines scheme vetting

The Manpower Services Commission is to overhaul its procedures for the financial vetting and monitoring of firms participating in the Youth Training Scheme following the collapse of two managing agencies responsible for 2,000 trainees.

Last month *THE TES* disclosed that the MSC discouraged its local managers from carrying out routine financial checks on firms before signing training contracts and handing over money to them. Although such checks are accepted business practice, the MSC's guidelines warned that they might offend potential managing agents, and implied they should only be used if there was some reason to doubt the integrity of the firm concerned.

This week the Commission admitted that it was calling in independent business consultants to advise it on procedures for appraising and monitoring firms.

The MSC's action comes just in time to provide ministers with a defence against angry attacks from teacher unions and the Opposition over their alleged failure to exercise effective control on the disbursement of public money and to ensure that the interests of trainees were properly safeguarded.



Barry Sheerman

Many of the trainees placed with the two firms that failed - both computer training agencies running schemes all over the country - not only had their training programmes discredited, but had to wait days or weeks to get the allowances due to them. The MSC made good the arrears as soon as it discovered what was happening, but had to find new training places for the youngsters.

Mr Barry Sheerman, the Shadow

minister for training and youth affairs, is to demand an investigation by the Employment Secretary into the way the MSC handles its financial monitoring. He believes its staff have been too complacent about the effect on youngsters of such crises.

"It's all very well for salaried officials to say that the trainees get their arrears of pay in the end, but clearly they don't realize what it is to be dependent on a pittance and find it doesn't even arrive when it is due."

He says he finds it remarkable that ministers who are notoriously unrestrained in intervening in matters of petty administrative detail like the way MSC staff sign their letters should neglect their major responsibilities to ensure proper financial control and the safeguarding of the basic interests of the youngsters.

And he asks: "How is it that the MSC is prepared to hand over money without question to private firms when it has insisted on a minute and pettifogging scrutiny of the accounts and administration of projects run by public bodies and the voluntary sector. Why does it treat unknown business men more readily than well-established and highly reputable public institutions?"

Pupils' say on TVEI

Pupils will be asked what they think of the Technical and Vocational Education Initiative in a comprehensive survey of the scheme which has been commissioned by the Manpower Services Commission.

The study, which is being carried out by the National Foundation for Educational Research, will seek to evaluate the way the scheme is operating and its effect after two years of existence. It will ask teachers, students, parents, and employers about the scheme's relevance and try to gauge its impact on young people.

The NFER programme will focus on the way the scheme is being run, and such matters as the replicability of different projects. A parallel evaluation of the curriculum is to be undertaken by Leeds University.

Evaluation studies of the TVEI are already being carried out by several universities, including the OU and Exeter, but most are confined to a limited number of i.e.s.s because they are usually dependent on funding by the authorities concerned.

Edited by Mark Jackson

Colleges face major rethink

by Diane Spencer

Colleges are faced with a major programme of curriculum, professional and institutional development to meet the demands of the new style education and training, HM Inspectors say in a report published earlier this month.

The inspectors visited 36 colleges in Wales and looked at 128 courses in the spring term of 1984. They found little to suggest that the YTS was seen by 16 and 17-year-olds as one of a number of positive options on leaving school. Most were there because they had been unable to find work or a place on a full-time college course.

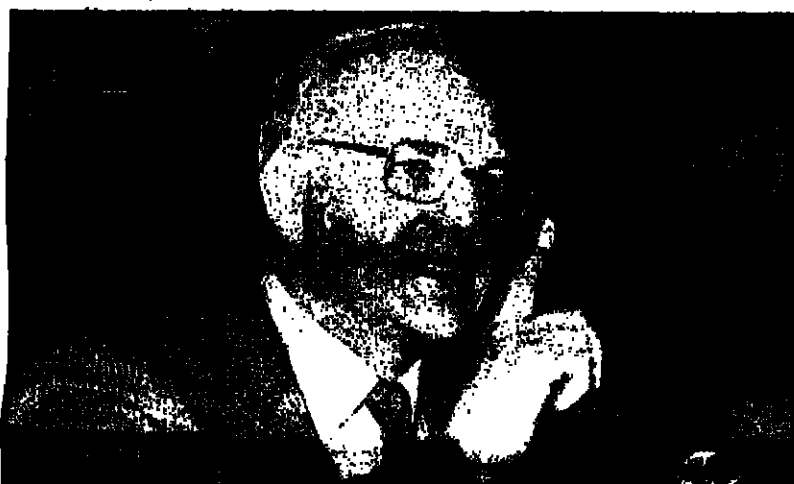
Many trainees on employer and college based schemes had been rejected by the same employer or college for permanent jobs or places. But the weekly allowance of £25 was not the main motivation for joining a scheme. The chance of YTS improving their job prospects was a better incentive for many trainees.

This possibility of employment also reinforces a view that YTS is an interlude between school and employment and not part of a continuing process of education and training, HMI comment.

"There are trainees who express the view that, given the strong likelihood of not obtaining work, the most appropriate action subsequent to the YTS year would be to undertake 'proper' training and obtain vocational qualifications."

"A more assured role for colleges in the development of YTS would help institutions to consolidate the shift in practice that has begun to take place," the report says. "It concludes that development should take place in key areas: organization, course content, coherence, strategies for learning, assessment and guidance, and evaluation."

A survey of the Youth Training Scheme in Further Education 1983-84, by HM Inspectors Education Department, Welsh Office, Cathays Park, Cardiff, CFI 3NO.



David Evans, Government Minister for Education

Increase in Government 'interference' condemned

The conference heard condemnation of growing centralization of the education service.

Mr Michael Latham, Manchester, said he was not questioning the right of an elected government to take decisions affecting the education service. But under this Government, power was moving from local authorities to the centre.

Mr David Evans, Hartlepool, said this Government no longer believed in the traditional partnership with local authorities. It sought to dominate. "The present Secretary of State, Sir Keith Joseph, thinks the book stops with him."

The Government was interfering in the composition of governing bodies, student loans and the teachers' pay dispute and was trying to dictate what was taught.

He said: "The introduction of Distinction and Merit certificates for certain subjects in the new examinations

will lead to control of the curriculum. Parents will assume these are the subjects their children should do."

Mr Gordon Mullis, Wakefield, thought the danger was not confined to one political party. "Whether we get a gauleiter or a commissary we are still going to be under increasing state control. The essential autonomy of the teaching profession is being undermined."

Mr Robert Griffiths, Loughborough, said he was worried about the reference in Mr Latham's motion to the "historically dubious concept of partnership in the education service."

Citing the experience of Mr Ray Honeyford, the Bradford head suspended for publishing opinions unpopular with his local authority, Mr Griffiths said: "We are in danger from this Government but we are also in greater danger from certain local authorities."

Demand for guidelines on how to avoid stress

The AMMA executive has been asked to investigate the causes of stress among teachers and to issue guidelines on how to avoid it.

Speaking in support, Mrs Lillian Brown, Avon, said her husband, a teacher, was stressed. "I want to have you with me after retirement," he says. He sees many teachers suffering from stress caused by their low morale and changes affecting the profession."

Moving the motion, Miss Brenda Philpotts, Harpenden, presented research from Holland which showed teachers well ahead of politicians, civil servants and social workers in the amount of undue stress they experienced. Contributory factors were changing social mores, loss of status, poor promotion prospects, redeployments, staff cuts, inadequate funding and ill-considered disciplinary measures.

In making an amendment to confine the resolution to avoiding "undue" stress, Mr David Ryan, Humberdale, said teaching was not a job which could be made child to exclude stress. The executive was being asked to carry out further investigations into an area that had already been well researched. She asked if this was a good way to use the executive.

Miss Philpotts said she was not confident that the publicity causes of stress among teachers were known. "We have to find the particular causes which pertain to teachers."

The resolution was adopted.

Referring to the strikes by Scottish teachers and the NUT she added: "I believe they are going down a cul-de-sac. The damage that could be done to the profession at the end of the day could be as great as that done to the miners."

Mr Bill Meredith, president of the Hillingdon branch, said it was important that AMMA should be seen to be taking some action. Some members had been called seats by members of

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A reluctant leader steps into the limelight

Richard Garner and Bert Lodge on the background and beliefs of Ted Hartley, the newly-elected president of AMMA.

and is one of AMMA's legal specialists, leading against the committee which deals with the respect of the union's work.

And one of the aspects of the current pay dispute that has worried him has been the teachers of the NUT to resort to law over the pay dispute from teachers refusing to cover for absent colleagues.

"I can't be happy that conditions of service are being decided by a High Court judge," he said. "I think it ought to be decided by teachers."

During his presidency, he hopes that a solution to the present pay dispute can be found - and that the

Government might reconsider its educational policy.

However, he is convinced that AMMA members will not contemplate strike action over the pay dispute. "They are very frustrated," he acknowledged, "but they don't see that as the way forward."

Last week's conference confirmed he had judged his members correctly. Not a single motion proposing strike action was submitted.

And as AMMA, unlike the NUT, has no cohorts of young irreverent teachers who regard the president as executive or wholly legitimate targets to harass and embarrass, Ted Hartley has a relatively easy time at last week's

conference. Perhaps that was just as well for though his chairman's role for the conference was generally agreed there were one or two apparent signs of confidence.

Though well embedded in tertiary education - just another week for the far end of secondary education was the roots of AMMA, he - the new president will have to direct a significant number of his PR outings this year to the primary sector. For that is the association's growth area.

Recruiting success has added more than 1,000 new primary schools this year to the headquarters mailing list. At 95,000 members AMMA is beginning to breathe down the necks of NASUWT, which has 200,000 members. But Ted Hartley's sights are fixed on a higher target - challenging the overall minority of the biggest union on the Burnham Committee.

NUT delegates back move on oversize classes

by Richard Garner

Delegates at last week's NUT conference gave the all-clear for teachers to refuse to take oversize classes in line with the union's policy of seeking a national agreement for limiting class sizes to a maximum of 27 pupils.

The move, which is aimed at reducing class sizes but could lead to more children being sent home, was put forward by the union's Barnet branch, which covers Mrs Thatcher's Finchley constituency, where teachers were said to be reluctant to take action because they felt the union would not support them.

Mr Barry Frost, from Devon, said in his constituency there were classes of 40 and in one case a class of 52. Mr Sarah Voth, from East London, said she knew of between 300-400 children who were permanently out of school because there were no primary school places in the area. Most of them, she said later, were Bengali-speaking.

The Inner London Education Authority confirmed the claim but added that it was building three new primary schools in the Whitechapel area and converting the Robert Montefiore school into a primary school. Negotia-

tions with the DES had led to agreement to build smaller classrooms and limit class sizes to 25.

Mr Malcolm Horne, for the NUT executive, which opposed the motion said: "This policy would isolate individual members in individual schools. I don't know why the areas who have complained haven't come to the union's action committee and asked for permission to take action. They would have been given it."

He added: "If one school in one area is totally isolated from another school and takes action it might be one single individual teacher that has to take that action."

However, the motion, which instructed the executive to sanction action in schools and union branches where there are a two-thirds majority in favour of refusing to teach oversize classes, was agreed overwhelmingly.

The motion also called on the executive to mount a campaign aimed at parents to explain its objectives.

Over 1.4 million children are in schools with more than 30 pupils according to DES figures released last year.

Pay parity with GPs urged

by Rick Rogers

Teachers should be paid the same rate as GPs, says Mr Tim Brighouse, Oxfordshire's Chief Education Officer.

He told the annual conference of the National Association for Pastoral Care in Education in Sheffield last week that such parity would be based on three factors:

- Completion of a period of in-service training;
- Having taught for 10 years; and
- Being subject to regular appraisal based on expectations of their classroom craft and professional development.

Headteachers should also be paid the same as GPs but with a substantial unearned bonus at the end of seven years in one post, said Mr Brighouse. Both heads and teachers should be supported by an equal number of para-professionals drawn from the over-50s who have retired early and from 18 to 20-year-olds not yet in full-time employment and paid a community wage.

In addition, a General Council should be set up. As members, teachers would be subject to the equivalent of a "hippocratic" oath. Mr Brighouse said the recent White Paper *Better Schools* should be properly paid and supported; local authorities should have equality of funding; and parents should become joint educators with teachers rather than just classroom support, fund-raisers or cynicism at government.

Principles of equity in the education service have disappeared, he said.

"The enormous i.e.s. variations of expenditure on education, on books and equipment, on teachers, and on support staff are testimonies not to the support of the 1944 Act, nor to a belief in democracy determined to educate its future citizens on a basis of justice, but to a patchwork quilt of inequality and injustice."

It was essential to re-establish for all children between 5 and 16 "the semblance of a fair start in life, at least during the hours of statutory schooling."

He also criticized the White Paper for not defining what is meant by a good teacher or a good school.

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NEWS

London MP Alf Dubs takes up case of child employees who are under age and over worked

Schools told they have duty to stop exploitation of pupils

Children who come to school tired out after working long hours in a spare-time job should be reported to the local educational authority by their teachers, according to a Government minister.

The responsibility for preventing the abuse of children in employment was placed firmly on teachers and parents by Mr John Patten, Under-Secretary for Health and Social Security, in a Commons debate before the parliamentary recess.

He was replying to Mr Alf Dubs, MP for Battersea, who raised the issue following the publication of a number of Low Pay Unit surveys which showed that in London, about 83 per cent of children working were in breach of the law, either by being under age, having illegal jobs or working illegal hours. One boy worked for 47 hours a week in his family's take-away restaurant.

Mr Dubs said that he had received a letter from a retired teacher who recalled a pupil of his, then aged 13, starting work each day at 4.30am in a dairy and that other pupils of his worked regularly in supermarkets from 5.30pm to 8pm. He also knew of

O and A level candidates who worked for more than two and a half hours on three or four nights a week.

Mr Dubs urged the Government to collect more information on the subject and enforce the law more effectively. "The number of prosecutions suggests that there are either too few inspectors or an unwillingness to bring illegal employers to book, or a combination of the two," he said.

Mr Patten said the Government was concerned about allegations concerning children being illegally employed. But he added that it was the duty of employers to obey the law and the primary responsibility of parents, foster parents and those who had "a duty to care" towards children, to look after their welfare.

The Government had asked the Health and Safety Executive to assess the safety implications of the Low Pay Unit surveys. It was the responsibility for the Wages Councils to set minimum rates for those working two hours a day or 12 hours a week or more.

But it was also critically important that parents and families of young children who worked took a responsi-

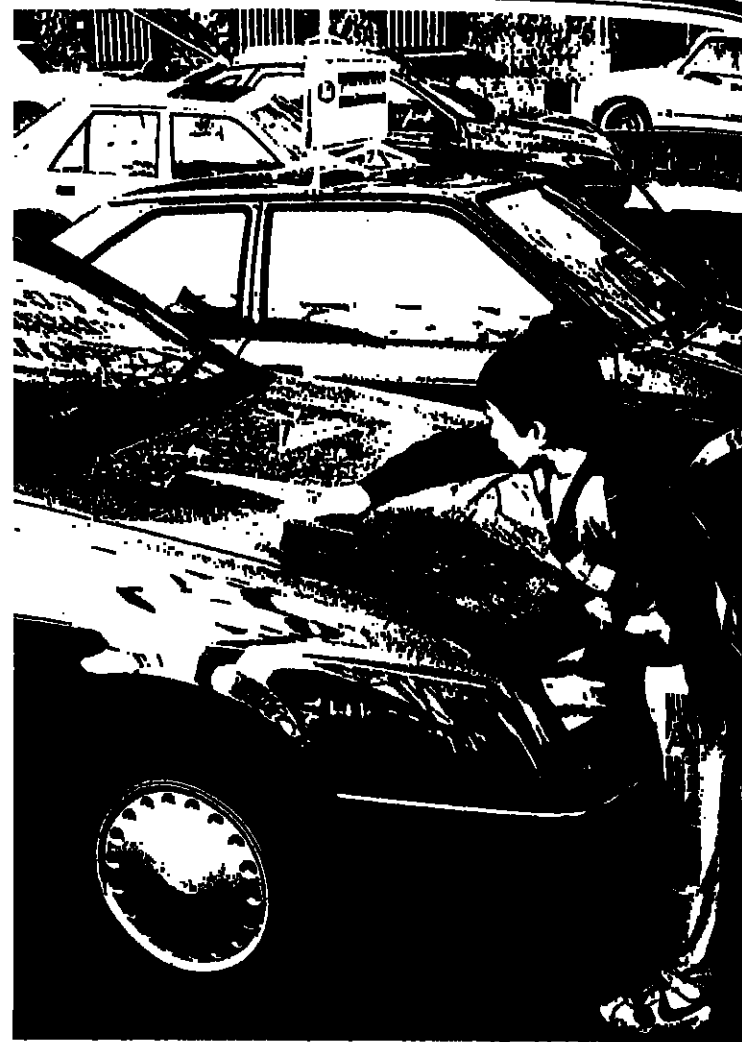
ble and caring attitude over their hours and conditions and had "due regard" to their pay.

Equally, the schools had great responsibilities. In cases such as the boy in the dairy, schools had a clear duty to act. If they suspected that children were being exploited and the law being broken, they could notify parents about what was and was not permissible. Schools could also take the matter up through the education welfare service.

"Where a child's education clearly is being adversely affected by employment, the school should report the matter to the I.E.A. under Section 59 of the Education Act 1944," he said.

An I.E.A. had the power to prohibit an employer from employing a child and to impose restrictions. "One wonders whether education authorities remind themselves often enough of their duties in this context," Mr Patten added.

But he concluded that it was inappropriate to impose further responsibilities on local authorities by implementing the Employment of Children Act 1973 because of the resource implications.



In London 83 per cent of working children are said to be breaching the law.

OVERSEAS

Year's ban on student boycott meetings



School unrest continues, literally to inflame South Africa's black townships.

The South African Government has imposed a ban on all student boycott meetings dealing with boycotts of schools and universities.

The clampdown follows a similar state prohibition on all open air gatherings other than sport meetings. Both are being seen as part of a strenuous campaign to defuse growing public protest and political unrest in South Africa.

The latest announcement by the Minister of Law and Order, Mr Louis Le Grange, bans all indoor assemblies that "advise, encourage, propagate, advocate or promote non-attendance or opposition to the attendance of any school, college, university or educational institution".

This new restriction has met with fierce condemnation from educationists and opposition party politicians, who fear it could worsen the already tense mood among students.

Mrs Helen Suzman, a veteran anti-apartheid campaigner and member of parliament, described the latest move as "a gross intrusion, and a stupid one, into the right of assembly". Other politicians accuse the Government of yet another attempt to deal with the

symptoms rather than the cause of unrest. But despite this new ban on boycott meetings, school unrest continues to inflame South Africa's black townships. Apartheidists set fire to six schools in the trouble-torn area of the Eastern Cape the day the school Easter holidays began.

This is just the latest spurt of violence in a two-year wave of school disturbances. Damage to the six schools runs at close to £225,000 - a fraction of the amount lost by the state in school and community unrest so far.

Pupils in about 100 schools nationwide have been involved in class boycotts during the last few weeks. The attendance figure has been nil in more than half of them. The Pretoria administration and its

Department of Education and Training have clearly lost patience with the protesting students.

But there is little doubt that the boycotts stem from a wide political unrest among black South Africans as well as dissatisfaction with the policy of separate education.

In the Eastern Cape, where school boycotts are strongest, civil unrest has peaked recently after police shot dead 19 people walking to a funeral (see NUT conference report, right). Teachers arrested at that time face the death penalty.

The department alleges that a few trouble-makers are behind the school boycotts and pupils are being intimidated into not attending classes. Its officials point out that primary schools have been harder hit by the boycotts than secondary schools, where students might be expected to be more involved politically.

Black heads also believe they are endangered. Several have been involved Government stooges and some have received death threats. As a result, it is the bonds in some schools who are staying away - while the children attend classes normally.

Minister creates new stir over Darwin in textbooks

TURKEY

The Creation-Evolution debate has been resurrected in Turkey by the Education Minister, Mr Vehbi Dinçerler, a Muslim fundamentalist member of the Government. In a recent circular to schools, he warned against the teaching of Evolution as though it were a proven fact, and noted that Darwin's theory could be held to conflict with "certain moderate religious views".

His statement was immediately attacked by the Turkish Left, with Opposition parliamentarians accusing the minister of oversteering the principle of the secular state introduced by Atatürk, the founder of the republic. But the minister was unrepentant. He was not, he said, opposed to children learning about Darwin's theory, but they should realize that it was only one of several theories. All existing textbooks, however, seemed to present Darwin's theory as the only one.

Mr Dinçerler has since had a meeting with university professors, and biology teachers and announced that the theories of Evolution and Creation would in future be taught side by side and that appropriate alterations would be made to textbooks.

Mr Dinçerler's Islamic views are well-known, and have already led to the lengthening of the sports clothes worn by schoolgirls and the introduction of Arabic lessons in certain universities. He has also been partly responsible for the introduction of new "religion and morality" textbooks, now obligatory in primary schools. But it remains to be seen whether he will keep his job long enough to have his way on the Evolution issue. It is said that he may be one of the first Government ministers to be replaced in the wake of this month's annual conference of the ruling Motherland Party.

Mr Paul Bloomfield, executive member of the Anti-Apartheid Movement, told a fringe meeting at last week's NUT conference in Scarborough that 326 teachers had been killed in El Salvador since 1969. A further 400 had disappeared and 4,000 were living in exile.

Mr John Perry, chairman of the union's international committee, said the NUT was leading an appeal to the divisions and associations of the world to nominate delegates to the NUT conference. "Even if they can't come, we would like to have a delegate representing the NUT in the region of £1,000."

Teachers are facing the death penalty in South Africa following the March 21 demonstration in which police shot dead 19 black people (see "Year's ban on student boycott meetings", a fringe meeting at the conference was told).

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Union president to visit El Salvador

Mr Gordon Green, the newly-elected president of the National Union of Teachers, is to visit El Salvador in June as a gesture of support for the country's teachers' union, ANDES.

The NUT leadership gave its approval to the visit after hearing that ANDES was planning to hold its first open conference for several years but needed foreign observers to give them more security.

Mr Tito Blanco, an ANDES representative, told a fringe meeting at last week's NUT conference in Scarborough that 326 teachers had been killed in El Salvador since 1969. A further 400 had disappeared and 4,000 were living in exile.

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Raise taxes to improve teachers' pay, parents say

UNITED STATES

Most Americans would like teachers to be paid more, and would be willing to contribute towards the cost. They would also like high school pupils to take basic proficiency tests, according to a national government survey.

Ninety-five per cent of American adults would like to see compulsory examinations in reading and mathematics before students graduate from high school or move up from junior high, the survey shows. Eighty-four per cent favour national proficiency exams for teachers as well.

The figures come from a survey sponsored by the National Institute of Education, that was designed to assess the public's response to the current campaign to improve academic standards in US secondary schools. The sample group of 1,200 adults was asked whether there should be improvements in teachers' pay, and whether they would be prepared to meet the cost in extra taxation and answered an impressive "yes" to both questions.

Specifically, three-quarters of those surveyed favoured an average salary for teachers of not less than \$25,000 (£19,230), and two-thirds supported

A new poll suggests that classroom salaries should be on average at least \$25,000 a year. Report by Bill Norris.

some kind of merit pay system. The same proportion said they were willing to pay an extra 200 dollars a year in taxation to finance reforms.

The majority supported the curriculum recommendations of the National Commission on Excellence in Education, which include three years of mathematics, six months of computer science, four years of English, three years of social studies, and two years of foreign language for college-bound students. But 52 per cent opposed the idea that all courses should focus on academic subjects, and 70 per cent were against increasing the length of the school year by one month.

There was widespread support for homework, with 70 per cent in favour of at least one-and-a-half hours being set every day.

US schools still cling on to their paddles

Corporal punishment is alive and well in the schools of the United States. Although the State of New York is to ban the practice next September, it will become only the eighth state in the union to do so. Seventy-five per cent of American schoolchildren will still be enrolled in districts which permit this form of punishment.

The instrument most commonly employed is a wooden paddle. Its use is not confined to punishment for grave breaches of discipline. Thousands of children of all ages are spanked every day for such trivial offences as making small academic errors, being late, or talking too loudly on the school bus.

In the most recent survey of public schools, taken by the Department of Education in 1982, there were nearly three million incidents of corporal punishment. More than 90,000 of these involved mentally or physically handicapped children who were punished because they learned too slowly, made too much noise, or wet their pants.

During an 18-month period at the children's hospital in Columbus, Ohio, a Rosalyn Bandman, director of the department of clinical social workers, counted 28 cases of youngsters treated in the emergency room for injuries inflicted as a result of corporal punishment. "Sadly," she says, "these were mostly special-needs children - emotionally disturbed, learning disabled, or mentally retarded."

At the National Centre for the Study of Corporal Punishment at Temple University, Philadelphia, there is a horrific file of newspaper clippings covering the past five years. These record cases where pupils have been burned, mentally abused, punched, slapped, choked, or tied to chairs and beaten. There have been instances of broken limbs and teeth, gashes, requiring stitches, broken blood vessels and severe damage.

The irony of this is that the offending teachers, backed up by a Supreme Court ruling, are virtually immune from prosecution. The parents of 16 first-grade pupils in Fayette County, West Virginia, discovered recently that a woman teacher had tied up their children and taped their mouths. They have filed a civil suit to have the teacher removed from the school board having neglected their duty.

Their chances of success, judging by precedent, are not high. The parents of a 17-year-old girl in North Carolina, who was beaten so severely on the buttocks by an assistant male principal that she suffered massive bruising and haemorrhaging, sued the school for damages. They lost, the jury rejecting the claim because the injuries were not permanent.

But in spite of the legal uncertainties, some parents feel impelled to sue. Anthony and Carol Plowar of Westchester County, New York, claim that their 11-year-old son was making "fantastic progress" in special education classes, until one day he bawled out leaving his classroom for outside activities and was left in the care of a female supervisor.

According to the Plowars, the supervisor began screaming at the boy, kicked his arms behind his back, dragged him into a windowless cloakroom, banged his head on the floor and sat on him. The assault lasted almost 30 minutes, and the boy is now an out-patient at a psychiatric hospital for severely disturbed children.

The more liberal of the two main teachers' unions, the National Education Association, has long been opposed to corporal punishment. Individual teachers, however, especially in the South where the practice is most prevalent, seem to have an unambiguous attitude. Though they dislike corporal punishment and admit that it represents a teacher's failure to maintain discipline by other methods, they do not want to give it up.

In Mesquite, Texas, where 22 pupils were recently paddled for failing to bring water-colours to art class, the principal, superintendent, Dr Ralph Potot, said: "Teachers need every option to maintain order. Our parents support us."

Dr Irwin Hyman, who heads the centre at Temple University, disagreed. "There isn't a single reputable academic study that supports corporal punishment as an effective learning or disciplinary tool," he said. "It contributes to physical and sexual abuse, by sending the message that children's bodies are not to be protected. And it arouses aggression, humiliation and anxiety in kids."

Dr Hyman has his own explanation for the continued widespread use of corporal punishment. In American schools, "tradition," he says, "is a powerful force."

The new plan, with its broad scope and greater speed, was a considerable way in advance of Kagan's previous work. It also contributed to the new plan's determined and purposeful nature, which has also announced

Bill Norris

OVERSEAS



Demonstrations against the Government's education plans in Madrid last year.

Beginning to bear the LODE

SPAIN

Opposition is beginning to crack towards Spain's controversial new education legislation, a main element of which is to regulate the level of Government subsidies to private schools.

The right to education Law (known as the LODE), was passed by Parliament 10 months ago amid widespread opposition. Protesters questioned whether it was constitutional and a tribunal is due to announce a decision on this shortly.

It is widely thought that it will pronounce in the law's favour, and therefore the Government's favour and a note of acceptance has crept into the recent pronouncements of objectors.

The recent congress of owners of private schools (COPCE) showed a marked change of tone. A spokesman said: "The LODE is a good law; there are only three or four articles which we are worried about and over which we must come to an agreement."

The private schools are now seeking a new pact with the Education Ministry in order to protect the current position which allows private and state schools to coexist.

At present there are three grades of government subsidy:

● Type A, 100 per cent, where pa-

rents pay 480 pesetas (£2.40) a month; ● Type B, where parents pay £8 a month; and ● Type C, where the parental contribution is £12.50 a month. However, certain schools, taking in the costs of lunches and transport, charge up to 17,000 pesetas (£85) a month.

The intention of the LODE is to provide free education for all, who choose it; and to have much closer regulation of those private schools who choose to have some government subsidy.

The Government has already announced that it is going to withdraw subsidy in the next school year from 45 private primary schools, all of which formerly relied on state support. One of the "key" reasons given is that the schools are not close to the communities they are supposed to serve. Some are contesting the ruling, though others have decided to go it alone, even though that will mean a huge increase in fees, estimated between 300 and 500 per cent. The ruling has

caused a split in the united front the private schools have hitherto presented. This ministry ruling affects those regions which do not control their own education: Madrid, Aragon, Navarre, Extremadura, Asturias and the Balearic Islands. A number of the affected schools are linked to the lay Catholic organization, Opus Dei, or run by religious foundations.

There is no doubt that the ministry needs to make savings on subsidies. The urgent programme of ensuring that there are enough school places for the 6-14s (the years of compulsory schooling) is now over and the ministry has asked a kind of revolution in the need for renovation.

The schools range from solidly built, but ancient institutions, some dating from the eighteenth century, to a number of prefabricated blocks put up in the 1960s and 1970s, but repairs are needed on all types.

Sixty-five per cent of Barcelona's 230 primary schools have been found to be in bad condition. In La Coruña last May classrooms were vacated because of the lack of heating and a plague of spiders. In La Laguna earlier this year a school was flooded with sewage, and in Albacete parents protested about a propane gas system next to the school.

'Micros for all' plan may mean trade bonanza for UK firms

SOVIET UNION

The Soviet Union has announced an ambitious plan to provide computer education for all 8 million senior students in its 60,000 secondary schools.

However, the plan is unlikely to be fulfilled. To achieve it 1.2 million computers would be required, nearly all of which would have to be bought from British, American and Japanese companies.

But the announcement, made at the end of March, does mark a dramatic advance on the comprehensive educational programme adopted a year ago, which outlined the introduction of computer technology into Soviet secondary schools as a long-term goal.

The more limited hopes of last year were also reflected in the plan of the ruling Politburo for computer education to start in just 150 schools by 1986. Since the early 1980s Soviet scientists have been waging their campaign against the widening technological gap between the West and the USSR.

Early last year Anatoly Aleksandrov, head of the Academy of Sciences, called for a massive expansion of information technology - comparable to the drive for greater literacy after the 1917 Revolution.

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Bill Norris



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Jamie Dettmer

SWANN'S WAY

In the issue of March 15 this year, The Times Educational Supplement reported on the findings of the Swann Committee Inquiry into ethnic minority education. This report together with a chapter-by-chapter summary of the proposals is now available in reprint form.

The two-page reprint, price 25p, is available from Lesley Griffiths, The Times Supplements, Priory House, St. John's Lane, London EC1M 4BX.

Please make cheques/postal orders payable to The Times Educational Supplement.

LETTERS

Racism within schools overlooked



Oxford... sixth-form visits

Open university

Sir - From time to time letters have appeared in your columns bemoaning the fact that it is often very difficult for schools to visit university departments to see what they do, both in undergraduate teaching and in research. For the past few years the science departments at Oxford have held open days for sixth-form parties during early July. We have built up a list of schools and colleges whom we invite but there may be many who would like to visit us with whom we have no contact.

If any interested readers would like to have more details they could write to me at the address below. This year the dates are July 2, 3 and 4.

MARISA MILLER
Department of Engineering Science
Parks Road
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OX1 3PJ

Order of merit

Sir - Are those teachers who will receive Sir Keith's "merit pay" next year to be selected on the basis of merit or criterion-referencing?

GRAEME LUTMAN
19 Leyside
Bromham
Bedfordshire



So often the shared copy of The Times Educational Supplement goes missing just when you were half-way through the relevant article (or job advertisement). For £36 you can have the TES delivered to your home for a year with the added bonus of a FREE copy of the Oxford Dictionary of Quotations to equip you with memorable things to say and a FREE copy of Fowler's Modern English Usage - the standard work for writers. Simply fill in the coupon and send it with your cheque made payable to Times Newspapers Limited to the address below. Offer applies to new subscribers in the UK only and closes on June 30, 1985. * paperback edition.

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Please send this coupon, together with your cheque, to Nigel Denton, The Times Educational Supplement, Priory House, St John's Lane, London EC1M 4BT.

Sir - I do take offence to Mike Durham's article "Overkill on answer to racism" (TES, April 5). Though I support in many respects Bhiku Parekh's call for the creed of cultural diversity I feel that the English school system has not yet addressed itself to the racism within it.

The anti-racists do call "for a revolution in both institutional patterns and personal attitudes to tear out racism by the roots". For that is exactly what is required. Racism has to be seen in an overall context and the education system cannot be exempt from the racism prevalent in British society. Too many schools and teachers prefer to pretend that racism does not exist, at least inside their schools. By making such statements they deny the experiences of black people in Britain and negate the effects that racism has on

No Left monopoly

Sir - Mike Durham's Second Opinion article should not go unchallenged.

Anti-racism is described as "essentially Marxist" and thus is equated with the political Left. Indeed, Mr Durham invokes the Inner London Education Authority as a political bogey in much the same way as the tabloids cite Arthur Scargill or Tony Benn. Mr Durham should contrast the policy statements and approaches of Tory-controlled Bradford and Berkshire with the lack of priority and direction given to the issue by a "progressive" Labour-run authority like Coventry. A commitment to work for racial equality transcends political barriers.

Mr Durham refers to "alleged racism" as though there was some doubt that racism is a deeply-embedded feature of our society just as it is in America, France, Russia, Australia,

black students. Understandably, many white teachers do find the charge of being somehow guilty of racism as "damaging and offensive". Within the school structure racist attitudes and practices stem from the teachers' own background and the traditional mono-ethnic curriculum which effectively devalues ethnic minority cultures and languages. To allow racial prejudices to go unchecked and unchallenged increases the risk that they will spill over into an explicit form of racism or that they will contribute to the continued tacit condoning of such injustice.

However, there are still many white teachers who do not question their own racism, prejudices or fears, let alone act upon them. Carlton Duncan, a member of the Swann committee from its outset, said recently that the

black students. Understandably, many white teachers do find the charge of being somehow guilty of racism as "damaging and offensive". Within the school structure racist attitudes and practices stem from the teachers' own background and the traditional mono-ethnic curriculum which effectively devalues ethnic minority cultures and languages. To allow racial prejudices to go unchecked and unchallenged increases the risk that they will spill over into an explicit form of racism or that they will contribute to the continued tacit condoning of such injustice.

Mr Durham also seems to be making the common mistake of believing that racism has to be intentional. I believe that only a tiny number of teachers are deliberately racist and that the real issue is unintentional and structural racism as evident, for example, in teacher expectations, staffing policies, relationships with parents and communities and bias on books.

Good intentions or the colour-blind syndrome ("We treat them all the same here, we don't notice their colour") are unlikely to address the inequalities in our schools or to help create the kind of personnel officers, police and housing officials we will need in future.

Mr Durham again launches into an attack on anti-racism he should go on one of those racism awareness courses he refers to so derisively.

Personally, I fully support that concept as long as it really does pervade all aspects of the school curriculum and ethos and doesn't stop, as in so many schools, at the tokenistic level of Diwali assemblies, multicultural evenings and a project on Sikhism.

However, even if a school has got further than a mere peddling of exoticism, the issue of racism still cannot be ignored. Otherwise, we would be overlooking an important element in the everyday lives of our black pupils and run the risk of alienating them further.

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report "had to fudge the issue of racism because it would offend teachers. The discerning reader will be able to see that the report calls for a more concerted attack on these attitudes".

Anti-racism attempts to reduce the conflict between what is taught in the classroom by do-gooding liberal teachers (as students perceive them) and what happens in the playground, street, family, factory or pub. Multiculturalism refuses to address questions of power, control, class and gender differences within, as well as between, cultures. It fails to recognize the economic, political and structural factors which determine the day-to-day experience of black people in Britain.

Anti-racist teaching is a much more positive initiative which challenges and questions the education system and structure of society. I make no apology

Confusion

Sir - Bhiku Parekh's article "The gifts of diversity" (TES, March 29) is as confused as it is confusing in its rejection of "anti-racist teaching" in favour of "multicultural education". The result is that he gives credence to inflated and inaccurate accounts of teachers being involved in "propaganda", while he undermines serious attempts to attack inequalities and injustices made on grounds of "race".

Professor Parekh's conclusions do not follow from some of his own statements which are clearly stated in terms of "racist" categories, although the idea of "black children" seems dated, as do some of the statements of the Swann Report itself. Maureen Stones pointed out some time ago that black children often had very positive ideas about themselves, and were acutely aware of the distortions dominant society made of past achievements and present aspirations.

The capacity for "multicultural education" to reduce the imbalance is highly questionable without first establishing that it has to be first and foremost "anti-racist".

In practice different people see it in

different ways: to some this is understood, but more often it is definitely not. Parekh says wisely that "teachers need to be... cautious in teaching other societies, cultures, religions, moral systems and so on."

He must know as well as anyone that this demands the involvement of teachers and others from a much more thorough-going way than he suggests. This is an area in which school staffs actively press for, and make use of, expert help.

Many white children see poverty or some other form of "disadvantage" in terms of "racist" categories, and often so-called "multicultural" lessons encourage them to do so.

Many black children dissent, but are powerless to put their case across against massive opposition from counteracting views found throughout society: daily in the media, in school texts, and sometimes by teachers. Professor Parekh ought to realize that "multiculturalism" without the foundation of "anti-racism" is likely to be counter-productive.

JOHN TYRRELL
36 Acford Road
Handsworth Wood
Birmingham

and less about more and more. And planning to avoid that is not reactionary, or a euphemism for subconscious racism: I'm sure, soundly refuted by the accusation of "cultural arrogance and insensitivity" (and that they approach their black pupils with the familiar stereotypes).

Moreover, it is my experience, having lived and worked for 15 years in multi-coloured Leishman, that most black and Asian parents I have met do not want the kind of multicultural education so often advocated by those who can afford to theorize.

The bland generalizations made throughout the professor's article, plus the naive assumption that to know about is to care about do not, I'm afraid, encourage me to believe that here is wisdom capable of mapping the page to the playground.

L F PADFIELD
Head of English
Northbrook C of E School
Lee
London SE12

from unknown in this country. The second error in the article was that the 1968 agreement "hoped" that teachers would volunteer for lunch-time duty. The text of the agreement shows that both management and unions actually "made assumptions regarding the voluntary response that may be expected from teachers", which is rather more than plausible. The local authorities have had the whole lived up to the voluntary basis better than the profession.

The Judge in "Alisdale" made no distinction between the quality of the supervision provided by dinner ladies and that by teachers. If there are a few more judgments along similar lines, what of the claim made by the profession that looking after younger children at home is a skilled professional work requiring four years training of degree level? Could be a difficult one to support at Burnham!

JOHN PARTINGTON
Senior Lecturer
School of Education
The University of Nottingham

for those teachers involved in anti-racist teaching who ask their colleagues to look a little further ahead than tinkering with the curriculum, by providing the odd cultural evening, as to accommodate some white parents, black parents and pupils.

The Hampton Report said that teachers should be prepared to examine their own attitudes and actions and take a stand against racism. It is precisely because teachers have been very slow in reacting against racism that the anti-racist lobby has taken the offensive. Teacher attitudes and actions have to be the first port of call in ridding our schools of racism and racist practices.

PARVIN VEKARIA
52 Courtlands Avenue
Lee
London SE12

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Salary figures for maths teachers do not add up

Sir - In his article, "From better to worse" (TES, April 5) Neil Straker gives a detailed assessment of the problems facing schools in the appointment of teachers of mathematics, especially well qualified ones. Not unnaturally, he mentions the competition from industry and commerce and comments that long-term earnings potential in teaching is seen as relatively low.

Consider first the hypothetical situation of a young man, approaching for a degree in mathematics, and contemplating a career in teaching. Firstly, he must train for a further year, existing on a student grant, and must qualify for the award of a PGCE. A Scale 1 post will not be difficult to obtain but he may well have problems in finding suitable accommodation in advance of his arrival in a strange town.

His salary may be as high as £5,880 if he has honours graduate; if not, it will be lower. There will be, effectively, no "perks".

After some 10-15 years of hard work he may attain the pinnacle of achievement as a mathematics teacher, the headship of a large department at Scale 4 (£9,200) or even senior teacher (£9,915).

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He may, of course, progress further at a later date, relinquishing some of his teaching load to become a deputy head, say Group 10 (£12,840) and later still, a headmaster, say Group 9 (£15,790). Neither of these latter steps is, by any means, a certainty.

Compare, or more appropriately, contrast, the above with the real case of a young man of my acquaintance, also about to take finals in mathematics. He already has a post with a nationwide concern. The appointment does not depend on success in his finals. His salary will be £7,500.

Hotel accommodation, plus generous expenses are available until he can find permanent accommodation. "Perks" are available including a low-interest mortgage. In 18 months he is promised £10,000 pa, in 3 years, £16,000.

Perhaps I would be falling into the same trap as Mr Straker if I were to describe his phrase "relatively low" as a "slight understatement".

G H KITCHIN
Headmaster
Cheadle High School
Cheadle
Stoke-on-Trent

Postgraduate Certificate in Education. The maths retraining course is primarily designed for secondary teachers whose own maths is weak and place they are willing to offer me a place if I was felt that the course was not appropriate to my needs. I was advised to apply for the maths PGCE course but it was then found that I could not be taken on to this as I am already a qualified teacher.

I appear to have two choices: carry on applying for jobs in the hope that someone will be desperate enough to take me on or spend a year studying an irrelevant course in order to gain a "piece of paper".

There must be many other teachers like myself who have put money and effort in to retrain themselves for an area where there is obvious need. Surely it would be in the L.E.A.'s interests to find ways of helping us back into the system? It can only be of benefit to them as we bring not only the value of our qualifications but also the benefit of our maturity and experience outside teaching.

ANN POWERS
Old Rose Farm
West London
Dover
Kent

characters in the story books. Female roles are almost always either absent or very much lesser and subservient. So I made a plea for gender balance to be included in the guidelines to teachers as one of the criteria for a good child's story. This has been rejected as "irrelevant and unimportant" both by the local panel of teachers and at the examiners' meeting.

A pupil in one of my own child development classes suggested from her own observation in a nursery school that girls prefer stories about boys. I promptly set her the task of counting the number of books available in the nursery school about girls. I asked her to borrow and bring to class the three she found most exciting. She was able to find only three, not one of which was at all exciting.

The conclusion is obvious: girls learn very thoroughly through their "readers" vicariously through the boys whom they adore and bring to life for "first place". How is it then that we have no novels or stories that girls can read as naive as the surprised that girls at secondary school set so much lower aims for their future than boys of comparable age, ability and background?

An example of the latter is the Regional Examinations Board Child Development (ESB) panel. The syllabus recognizes the importance of language in a child's development through a compulsory unit of practical work on "communication". Candidates usually make a child's story book for this unit.

It is a pity that an internal assessment of writing skills is made at the end of the unit, and that the unit is not given the preponderance of male material.

EL BARNETT
Deputy Head
Greenford High School

LETTERS

Cyprus impasse

Sir - We agree with Christopher Price's observations on Cyprus's need for a university and share some of his doubts about British educators' links with what he calls "fringe" institutions there. More information needs to be available if a proper perspective is to be given to the issues which preclude progress towards effective higher education in Cyprus.

Many British institutions of higher education and individuals have tried to assist in developing arrangements which will allow appropriate private sector, in the absence of public sector, developments in Cyprus. In some cases the record is good and in others less so.

The Cyprus Government has been unwilling to allow UK polytechnics and colleges to teach Council for National Academic Awards courses in conjunction with Cypriot institutions because, despite CNA's readiness to agree in principle to such developments, the Government of Cyprus has not been ready to advise the council of its approval of particular schemes - an approval it rightly insists upon. This situation has prevented collaborative projects developing.

Our individual relationship with a private college in Cyprus derived from an attempt by it to secure Business and Technician Education Council validation for a Higher Diploma course in business and finance. Because of our recent involvement with this college in this area we advised on this college's submission to BTCE. The council was not able to consider the submission and said it was not ready to extend its overseas commitment, even though in this case a request to consider the submission was made by the Cyprus High Commissioner in London. We have agreed to advise on the standards of the course which the new college hopes to offer in an unvalidated form in September 1985.

It is supremely disappointing that BTCE could not consider the submission because they cannot afford to study here. £8,000 it costs annually to study here. Those who know Cyprus well, and are aware of the very strong ties which exist between the two countries should try to persuade the Cyprus Government and the British validating bodies to facilitate cooperative and other ventures to develop higher education in Cyprus. It is important that this should happen because while the Turkish/Cypriot impasse remains there is only the slightest chance that a public institution of higher education will be established in Cyprus. It will also determine for the Cypriot consumer which are truly "fringe" institutions.

N MERRITT
M HARRY
7b Netherhill Gardens
London NW3

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The conclusion is obvious: girls learn very thoroughly through their "readers" vicariously through the boys whom they adore and bring to life for "first place". How is it then that we have no novels or stories that girls can read as naive as the surprised that girls at secondary school set so much lower aims for their future than boys of comparable age, ability and background?

An example of the latter is the Regional Examinations Board Child Development (ESB) panel. The syllabus recognizes the importance of language in a child's development through a compulsory unit of practical work on "communication". Candidates usually make a child's story book for this unit.

It is a pity that an internal assessment of writing skills is made at the end of the unit, and that the unit is not given the preponderance of male material.

EL BARNETT
Deputy Head
Greenford High School

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FEATURES

Nadine understands children very well and what stimulates their imagination. She introduces them to dramatic ideas and feelings rather than technical or academic positions. She makes dance very acceptable – the transition from not doing it, to being quite involved, is natural and easy. It's happening before you realize it."

High praise indeed for any teacher. All the more so when it comes from an ex-pupil who has trained as a professional dancer, helped found a national company, travelled the world and has now turned teacher himself.

Twelve years ago, Gurmit Hukam was 12 and in the third year of the newly established Harehills Middle School in inner city Leeds. He and his classmate Darshan Bhuller had never danced before but they found it was a compulsory subject taught by the deputy head, Nadine Senior.

"It was just another subject at first," Gurmit says. But within a year they were touring West Yorkshire and beyond in the school's version of *Jesus Christ Superstar*. Within four years both had won places at the London School of Contemporary Dance and were on their way to successful careers as professional dancers.

They were the first in what has become a steady flow from Harehills down the M1 to London. Currently, eight ex-pupils are working their way through the three-year professional training course at The Place – home of the London School of Contemporary Dance – and five are applying for places in September. So far the school has

'Some children have difficulty expressing themselves in speech and writing . . . through dance they discover another way'

seen 22 former pupils find a career, and earn a living in dance.

Mrs Marion Hughes, a Glaswegian and single parent with four children, has a son, David, aged 17 at The Place. Her daughter Nicola, aged 12, is in the fourth year at Harehills and is keen to follow her brother. "David was a bit of a troublemaker, was pretty poorly, sometimes but the dancing was a big thing for him. He was in the drama club at the Granada Theatre in Leeds last summer before he went to London. Whenever I see him dance I'm so proud."

Harehills is also the home of an all-black company called Phoenix set up in 1982 by Leo Hamilton who dropped out of The Place after his first year. Four schoolmates – all boys – joined him and for several years they struggled on grants of a few hundred pounds. Then last year the Arts Council gave them a grant of £20,000 and agreed to raise it to £65,000 this year; part of the Arts Council's new strategy towards the regions.

The council's *Glory of the Garden* statement had this to say: "Phoenix is an exciting company of young black dancers formed as a result of the outstanding dance in education work at Harehills school in Leeds. The company's artistic achievements bear eloquent testament to the talent which can emerge in the regions."

Phoenix also bears testament to Nadine Senior's philosophy that dance is for everybody. "All the arts should be available to ordinary people just like the public library." And so Phoenix's dancers – now aged around 20 – spend most of their time performing and teaching in schools, community centres, theatres and open prisons.

Last term they were in schools in Humberstone and Lincolnshire for a week. Before that, they had five days in residence at the Forest Community School in Walsall. They held workshops and lectures with demonstrations for staff, students and handicapped pupils from another school. Forest said: "Phoenix came from quite a rough area themselves and they related incredibly well to our kids and to some of the staff. They showed them there are new horizons which is just what we are trying to do."

Another accolade for Harehills came last autumn when auditions were held for the newly established National Youth Dance Company, which is expected to match in dance the achievements of the National Youth Orchestra and Theatre. Over 1,000 young people applied for 30 places. One was chosen from Wales; another from Scotland and an astounding seven from Harehills.

Andrew Fairbairn, former chief education officer for Leicestershire has known Nadine Senior since the 1970s when he set up national festivals to stimulate dance in schools and to lay the foundations for a national company. "Harehills has been way out in front for a long time. Artistically and – let's face it – economically, it's a gold mine."



Queen of the dance

Sarah Bayliss meets the remarkable middle school teacher whose pupils have won no fewer than seven of the 30 places in the new National Youth Dance Company.

Harehills middle school is a blackened, red-brick Victorian edifice, surrounded by terraced streets on the main road between Harehills and Chapeltown – two of the poorest districts in the city.

Most of her working day – including lunch breaks, some weekends and three nights a week, Nadine is to be found in the gym teaching dance. The school has 450 pupils aged 9-13 and is the only middle school in Leeds – one of the few schools in the country – with dance for all of the curriculum.

"The second and third years have one dance lesson a week. The fourth year can choose their subjects and dance is always oversubscribed. We select on commitment, not on ability," says Nadine. "We take the ones who've put in the most time and effort, opposed to the ones who want to be in the fourth year dance group because of its prestige. We can suss them out quite easily."

The school's timetable gives the fourth year class of 30 a whole morning of dance every Monday. The head, Mr John Bramwell, who has just retired, sees dance as a vital means of expression and a subject where children can work together and learn respect for each other's ideas.

"In a multi-ethnic school like this some children may have difficulty in expressing themselves in speech and writing. Many have English as a second language but through dance they can discover another way of communicating. They are then on an equal footing."

While he was head of a boys' secondary modern John Bramwell saw Nadine at work in a neighbouring school for girls. He ensured her appointment to Harehills and put dance on the curriculum.

At the end of the fourth year Harehills pupils leave for a variety of secondary high schools. Although one has pioneered a performing arts course, none offers dance education at the level set by Harehills. To fill the gap, Nadine runs a youth group two nights a week after school. It operated with no extra funding or grant aid until this year when the West Yorkshire County Council provided a grant. As a result classes have

been opened up to the local community, transport to performances has been made much easier and classical ballet tuition is offered on Fridays.

Joining the youth group tests parental support as well as pupils' commitment. Parents' reactions vary from those who give 100 per cent support, to those who say, "No chance, you're not doing that". The fact is that some children are torn between commitments, and the family ones – studying the Koran or working in a relative's business after school – have a powerful hold.

Nadine was trained in physical education at Lady Mabel College, near Rotherham and discovered, once she started teaching, that she got most satisfaction from teaching dance. Lady Mabel introduced her to the Laban theories of movement to which she has remained committed. "I find it very appropriate for a class of 30 kids who at first, don't have the inclination or the bodies, to dance," she says. Another important factor is getting boys involved.

"You can't offer them anything which smacks of ballet because they just won't do it. You've also got to offer them something they can succeed at. The moment you get into other dance techniques you raise the question of whether people can do it or not. But with Laban there's no failure at all – everyone can do a high or a low movement and whatever they do is right."

Pauline Fitzmaurice taught drama at Harehills until she had a family. Today she works voluntarily after school alongside Nadine and as the administrator for Phoenix and another "work experience" dance scheme called Sabbata.

She says: "The more I've seen, the more convinced I am that Laban is the only way of teaching dance in schools. It's not a tight technique, there are no set movements. It's about feelings, about space. It doesn't direct how you should move."

Gurmit Hukam has returned to Leeds as a teacher and, as sometime artistic director in



Phoenix and Sabbata, he says Nadine's skill, especially in introducing dance, is much more than an application of Laban concepts. "The kids aren't aware they're doing a gliding movement or an extensive movement. All they're interested in is the story they're telling. She gives a lot of encouragement and makes it interesting and enjoyable whatever colour, sex or creed you are."

Richard Mansfield, education director at the London School of Contemporary Dance, says it is extraordinary to find a mixed school where dance has such kudos and success. "Nadine comes from PE and she's got a fairly down to earth attitude. She asks a lot of questions and seems to get the kids to motivate themselves. Boys as well as girls get a lot from that approach."

In the Monday morning class of about 25 pupils, there were more boys than girls – "It's funny but the boys seem to get more committed," Nadine said. The class was a mixture of white, black, Asian, Chinese and Vietnamese children.

She began with a talk about where the inspiration for a dance could come from. "They're not well read and until now the main themes they've drawn on is witches and wizards. I'm trying to get them to think in a more abstract way. But I would also like them to use their history, to go to the library and look things up."

She wanted them to think about contrasts and gave them a list of opposites to work on – light and dark, curved and straight, strong and weak. Good and evil was the favourite. "I don't see the point of the teacher doing the choreography – it's just a big ego trip and the kids don't learn anything."

The children worked in groups, discussing among themselves ideas for movements, trying out new ones and practising ones they had done before. Every few minutes individuals or groups came for advice: "Miss, our group can't agree so we're working in pairs." "Do we have to choose music or can we do it in silence?"

Every so often she brought the class back together, sitting on the floor, to comment on the work she had seen, offering new ideas and bits of inspiration. "Do any of you know what schizophrenia is?" Silence and then a boy on her left mumbled something. "Yes, Richard, you've got it. Someone who is two different people inside. They say the Yorkshire Ripper was schizophrenic. Now that could make a good solo."

Towards the end it was agreed to spend another 25 minutes preparing each piece and choosing music for it, if they wanted, from a pile of records and tapes. "As long as it's six good movements or even one brilliant movement, I don't mind. I'd rather see that than half an hour of rubbish."

The largest group of eight was being choreographed by Richard Goodison, a 12-year-old, who had spent most of the weekend in school, having found it open for a youth group workshop. "It's quite unusual, to be at such an advanced stage. We can now keep the process in his head and explain it to others." Richard and a friend Carl Wilson said they got "fitness and pleasure" from dancing and both intended to carry on.

While some of her pupils are already setting their sights high, Nadine stresses that it's the majority who don't become professionals who are more important. "I'm not here to train dancers – I'm here to teach them all, to give everybody the self-discipline and ability to work together, to accept other people's ideas if they're better than their own."

She went on: "I don't think we expect nearly enough from children. They're capable of much more than we give them credit for. We don't allow them the space to develop their potential early enough. In dance they are at an advantage because they can work with their bodies."

She admits that some of them are nobody's favourites. "But look at them here. They're not lazy – they're working their socks off."

Apart from the shortage of cash, in children's homes as well as at school, Nadine and Pauline are faced with a demand which is too heavy for the number of places in the youth group. The limit is set at 20 and new members can only join when older ones leave – usually on the trail to London.

They are also taxed by the problems of their former charges once they get to London. Five out of 22 pupils have not completed the course at The Place – including Leo Hamilton who found his own solution in Phoenix. "Five isn't a bad failure rate but it's too many," says Nadine. "It's not lack of ability or commitment, it's just the insurmountable problems they face when they're still very young."

Some years, when several teenagers have gone to London together, Nadine has found them a house or flat. "If they can struggle through together it's not so hard." She is well aware of the risks of London but it is also a risk for them not to go. "It might be different if they came from middle class homes with lots of practical support. But there's nothing here for them except unemployment and they get into bad habits, lying in bed all day."

Two solutions have been worked out at Harehills – one has come to fruition and the other depends on a commitment from Leeds city council. Last year saw the foundation of Sabbata (as in sabbatical), a touring company of four 16-year-olds who didn't feel ready to leave Leeds. Nadine wrote to the Department of Health and Social Security which agreed to allow them to claim benefit while they tour schools, colleges and community centres.

Gurmit was Sabbata's artistic director last term. "There's as little professional pressure as possible but enough to get a taste of what it means to have a career in dance."

The other solution can be seen on the city's horizon – a large green copper dome which used to house the Harehills synagogue. Two years ago Nadine had discussions with the city council about converting the synagogue into a dance centre with studio space and free tuition. From modest beginnings she hoped to establish the first northern school of contemporary dance.

If the promised support of Leeds City Council, the Gulbenkian Foundation and the London School of Contemporary Dance is forthcoming, the green dome looks set to house the first northern college of dance. Nadine is delighted but will not accept the fact until she has "seen it in writing."

Mr George Mudge, Labour leader of the city, told *The TES*: "The owners want to sell, we want to buy and we are at an advanced stage in negotiations." He understood a small amount of negotiation work needed to be done, and the conversation work needed to foot the bill.

"From what I see and hear, Harehills is doing marvellous work in difficult circumstances and in a modest way with working-class kids. That must be good news and we should support them."

If the plan comes off, it would be the best retirement present I could give my wife. I would like to see the school and the kids working for them."

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FEATURES

Hammers that forged a union

Nick Baker reports on a teachers' dispute which finds echoes in today's industrial action

The education service in West Ham was in a sorry state in 1907. In one recorded case, a single teacher taught 130 pupils in a room built to take 50.

This situation was brought about by a dispute (chronicled in full in the current edition of *History of Education* by Dr Martin Lawn) which has striking parallels with some of today's events. At a time when the terms "inflation" and "pay erosion" were not commonly used, around 600 teachers were bluntly asked to accept cuts in pay. Their response was to resign, or get themselves dismissed.

The radical trade unionist Will Thorne was elected to West Ham council in 1891. His manifesto included provision of public baths, the municipalization of the tram service and the building of council housing and libraries. He also wanted to build schools in an area where there had been virtually none hitherto.

In 1898, Thorne presided over the first Labour group to win a town council. Although the majority was slim, Thorne and his group launched an ambitious building programme, to demonstrate what a Labour council could do. At the same time, the council started to appoint new teachers, and to pay teachers "trade union rates". For the first time, a large number of male teachers (rare phenomena in London schools) appeared in front of West Ham classes.

The honeymoon lasted less than two years. In 1900, the Labour group were ousted by a mainly middle-class alliance of ratepayers who resented the "extravagance". By 1907, influenced by increasing unemployment, the council began to make cuts. Teachers' salaries were high on the hit list. The council created four lower paid grades for teachers' pay and stretched out the gaps between the grades, a move that hit the pay packets of well over 300 teachers. Shortly after, 60 of them were threatened with dismissal for refusing to accept the new pay scales.

The NUT (whose membership at the time comprised only a quarter of all teachers) went to their aid, even offering to pay the teachers on the preferential scale for up to five years after their dismissal. The union offered a compromise as well – asking the council to maintain the old scales for existing teachers, who had previously been

promised a "no pay cuts" arrangement in the Will Thorne days.

In return, the union would agree to the new scales' introduction for newly appointed teachers. This offer left the council contemplating a Pyrrhic victory. They would have won in principle, but would still have an education service they regarded as too expensive.

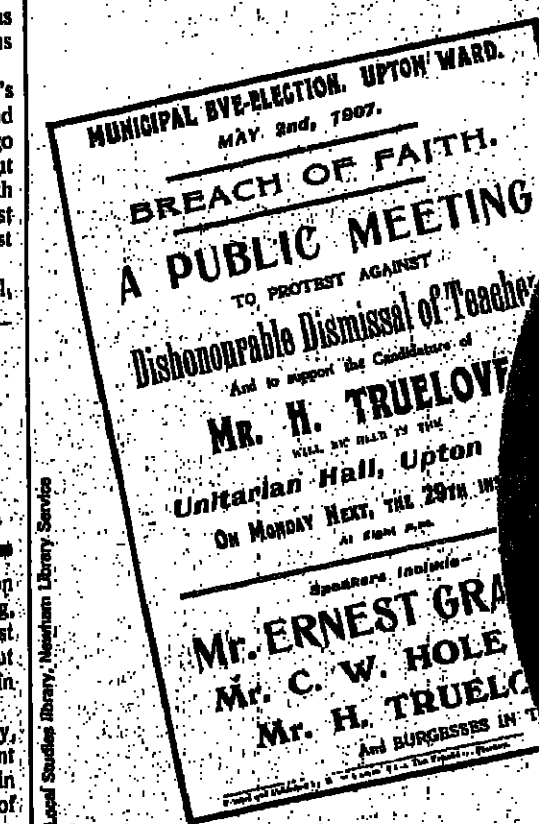
The council split over the issue, with its overtones of recognizing the union. In a local by-election address which finds echoes today, one candidate opposed what he called "the socialist scheme of equal pay for unequal ability" and proposed a return to a teacher grading system that would "recognize aptitude for teaching intelligence, knowledge and diligence" and would "promote efficiency and gradually effect a real economy".

Meanwhile, the dispute worsened and the overcrowding increased. The council attempted a "divide and rule" policy, allowing heads to remain on the (more highly paid) old scales. Local NUT associations across the country organized levies in support of the West Ham teachers. More and more handed in their notice. Pupil teachers were given larger and larger classes to handle.

The council cast desperately about for "black-leg" labour, going to the unheard of lengths of offering married women (customarily dismissed on marrying) classroom jobs. They even attempted to recruit a whole replacement workforce of 600 teachers by advertising in Scotland but the *Scottish Educational News* refused the advertisement as a gesture of solidarity.

The council's avowed intent was still the breaking of "the tyranny of the union". Young women teachers were offered preferential contracts on the condition that they resign their membership of the union. However, despite all its attempts, the council failed to stem the tide of teachers resigning or being dismissed.

After three months of the dispute, matters were settled on the teachers' terms by a special "round table" conference set up by the council. One of the issues the dispute raised was the need for Government rate-support to meet the salaries of teachers. For the teachers, though, it was a hard fought victory which helped establish the NUT.



Will Thorne: radical trade unionist

If, to quote J P Kenyon's recent paraphrase of Clarendon Bentley, "geography is about maps and history is about chaps", then what are the publishers of school textbooks doing about it? They may have moved a long way from a narrow concentration on maps, but many history teachers would agree that the chaps are still pretty dominant. As the opening section of *From Workshop to Warfare: The Lives of Medieval Women* (Cambridge University Press) asks, "How many books have you ever read that look at the part women have played in the past?" and goes on to instruct its readers "the next time you are in the library or looking at history books, check to see how often women are mentioned in the text, the chapter headings, the title, the pictures".

If a teacher wants to redress the balance in her or his history course, make the invisible visible, rescue those 52 per cent of the population traditionally "hidden" from history - in other words teach women's history - how much help are they likely to get from the publishers of school-books?

Over the last three or four years the output of books on women's history has been prodigious. Virago has extended its range in the reprinting of classic women's texts as well as novels: Ray Strachey's *The Cause*; the autobiography of Emmeline Pankhurst and Sylvia Pankhurst's account of *The Suffragette Struggle* and an updated version of Ivy Pinchbeck's *Women Workers in the Industrial Revolution*. While Routledge and Kegan Paul have reissued Alice Clark's classic *Working Life of Women in Seventeenth-Century England* and Penguin have just produced an edition of what is probably the first of the women's histories Christine de Pisan's *City of Ladies* written in 1405.

The systematic rediscovery of women's history which came about in the 1960s was the obvious result of changes in society and developments in historical perception. The reawakening of the women's movement from its apparent post-suffrage slumbers which sought to validate women's experience historically as well as politically and personally, and the growing role of women in society and the growth of the study of social history which transferred the focus from the male-dominated world of the past to the female-dominated world of the present, and those areas which had previously been considered "natural" and "historical", devoid of power relations and documentation - leisure, housework, childbirth, the family. And this, of course, has been reflected in the publishing of history books: Angela John's account of the "pit brow lasses" in the Victorian coal mines *By the Sweat of their Brow* (Routledge and Kegan Paul); Angela Hewin's *The Dillies* also from Routledge; Mary Chamberlain's *Old Wives Tales* (Virago); Jill Liddington and Jill Norris' *One Hand Tied Behind Us* (Virago), an account of working-class women's suffrage movement in Lancashire; *The Diaries of Hannah Culwick* from Virago; and from the same publishers Carol Adams's *Ordinary Lives*.

But essentially these are books for the school library, or resource books from which teachers can draw material for use in the classroom. What about books on women's history for the pupils themselves to use?

Kate Moore of the IEA History and Social Science Resource Centre maintains that there is still a desperate shortage of suitable material, particularly on non-European women's history. "The work on women's history is just not being reflected in school publishing," she says, "we find it impossible to unequivocally recommend a balanced textbook". The majority of classroom books on women follow traditional lines; "great lives" of women who have achieved in a man's world judged by male criteria, the "slot-ins" of history: the dynastic accident of Elizabeth I; the life of Marie Curie, Joan of Arc, and "in books on medicine there's always Florence Nightingale, but scant attention is paid to the women healers and midwives of earlier periods". Or there are books on extraordinary times when some women have enjoyed a collective high profile: L E Snellgrove's *Suffragettes and Votes for Women* (Longman) and Bryn O'Callaghan's *The Struggle for Women's Rights* from the same publisher and the Jackdaw pack no. 49 *Women in Revolt: The Fight for Emancipation*.

These books cover only a fraction of the experience of women in the past. But to teach women's history and to publish books so that women's history can be taught it is necessary to define what women's history is. Its critics have designated it a "ghetto subject", a preying tale of foremothers, a trivial "history", even "interim history" in Norman Hampson's phrase, but the question which must concern teachers is "Is women's history a separate subject or is it a part of the general history of the past?"



What is women's history?

Is it rewriting 'history' as 'herstory', or is it a past reality to be rescued?
Juliet Gardiner reports on the debate as it percolates through to school textbooks

This was one of the issues which much exercised many participants in the recent Women's History Week organized by the IEA History and Social Sciences Teachers' Centre which produced a series of events, exhibitions, films and talks on women's history in conjunction with the Museum of London, the Tower, the British Museum, London Transport Museum, the Imperial War Museum, the Science Museum, the Livingstone Museum. It also coordinated various activities on locally-based women's history in teachers' centres and schools in the IEA area and produced an excellent new resources guide for teaching women's history.

In the opening session addressed by Sallie Purkis of Homerton College, Cambridge and, enclosed in suffragette purple, Dale Spender, author of *Man-Made Language and Learning to Lose*, the term "women's history" was seen by some to be descriptive of a past reality which needed to be "rescued" by project work and the use of books on women's history as yet unpublished at school level to others it was a strategy to reinterpret the past, to ensure that history books were written in non-sexist language; that "man" was not written when "people" was meant and that women's contribution and experience was fully integrated into the record of the past.

Which approach to the schools publishers

"ionists". As Brenda Stones at Macmillan said, "We don't want to isolate women's history from the mainstream. We want it to become part of the total picture". Macmillan are not planning a series of books on women's history, but are introducing individual subjects in the context of the First World War is coming out in their *History in Depth* series. But Brenda Stones is very conscious of the preponderance of male bias in history writing. "Our schools' history" efforts are all female. We're always having in-house seminars about this and telling our authors and series editors to make sure that women are properly represented and that the language used reflects this. She admits that authors often do need to be pushed in this direction. "For some reason the writing of school history books has become the preserve of retired male teachers. I would be delighted if more practising female teachers wrote. I feel it is we who are taking the initiative at the moment and I would be very interested to hear from teachers what they want". Phoebe Kinnison at Edward Arnold agrees that school history publishers have become more sensitive to the issue of women's history over the last three or four years. She is anxious not to "isolate women" but "mention them wherever relevant" and sees her task as "making authors aware of female bias in history writing".

Batsford's Ruth Taylor points out that in their much praised *Finding Out* series, several of the volumes are written by women (Sarah Harris *Fighting in World War II* and Amanda Clark *Vietnam Schools*) with a strong recognition of their sisters' role in the past. Again Batsford's have no explicit policy on publishing women's history but are vigilant about sexist assumptions and language. At Heinemann Educational Publishers, Janice Brown instances their *World History 1914-1980* series, "Where we are very careful to include photographs portraying women - and also mention any women leaders we can. We do include a chapter on women in each volume - though of course some teachers don't think that's the right way to go about it".

Indeed writing in the current number of *Chloe*, Catherine Ross makes an impassioned plea for the end of tokenism in history textbooks - and looks to the scissoring out of what she calls the obligatory "women's chapter" stuck on the end of social history books for schools. She regards such a chapter as a distortion "since it omits men, as other topics are a distortion as they omit women". The suffragette belongs to the chapter on the extension of the franchise: the governors should be found in education - "if at all considering that there were so few of them in the nineteenth century". Ms Ross particularly welcomes the updating of the much used *Britain since 1700* by J J Coates (Longman) which has replaced the word "workmen" by "workers" where obviously appropriate, and points to the fact that in most textbooks "work" usually means men's work in mines or factories and consigns domestic service to "girls" - even though the accompanying illustration in one case shows eight women, four men and no "girls" at all.

But all this talk of integration, is rather premature for Carol Adams, one of the joint editors of the series currently available for the 13 to 16 age group on women's history, Cambridge University Press's *Women in History* series. "I was approached by Cambridge University Press to do this series after an article in *The TES* on teaching women's history in schools" she says. "We've already got six books on topics of women's history and are discussing six more, including one on black women's history". She thinks that although ultimately women's history should be entirely integrated it is just not possible to achieve this yet. "There is nothing like enough to make it possible at the school level to attempt a synthesis yet. Women have been so marginalized that a lot of separate work has to be done before we can give a balanced representation".

Carol Adams maintains that the enormous amount of research and writing on women's history has not filtered down to books for the classroom yet. "That was one of the main aims of our series, we were able to identify very interesting research which we could make available. We wanted to tap into whatever is going on".

Brenda Stones remains unconvinced: "I just don't think separate histories of women are the answer. As one of my colleagues snorted, 'how many boys' schools do you think are going to buy a series called "Women in History?" And she points out how deeply assumptions are embedded: "When a teacher writes to me to complain of the lack of female balance in history books the letter was addressed 'Dear Sir'".

Annabel Jones at Longman points to the current economic climate as being inimical to the development of women's history. "I just think that the future of topic books isn't a particularly rosy one right now", she says. "It's ironic that when so much women's history is being produced, we have to recognize as publishers that there is a limited market for such work in schools and we have to use our energies and resources where they will get the best return. What we can do is to encourage our authors to be aware of the dimension of women's history and ensure that when we do produce a topic book on a subject like, say, charity, the role that women played in the movement is fully documented. I think this is a subject that exercises a lot of London teachers, but I'm not sure how wide spread it is in the rest of the country".

But to teachers like Hilary Bourdillon of Isledon Teachers' Centre, the subject of women's history is too important to be left to the publishers. "Teachers are not just passive consumers of what publishers choose to produce", she argues. "History is about how our current concerns affect our perception of the past, it's about the selection of sources and a critical appreciation of bias - and that's why women's history is such a valuable study for children. It means interrogating the past, not just what's missing and asking why - and until publishers have an appreciation that gender is a dynamic of history, just like class or race, all we'll ever get is a static picture of the past".

Perceptual asymmetry

The Age of Ideologies: A History of Political Thought in the Twentieth Century, by Karl Dietrich Bracher. Weidenfeld & Nicolson £20.00 297 78434 X.

Modern European History is a record of the debris of clashes between nation states; but it is also a record of the power of ideas and of political religions - be they nationalism, racialism or communism - to persuade rational individuals to subordinate their judgement to the tyranny of some collective ideology. These collective ideologies are frequently at the centre of an ideology, a word coined in the 18th century and used pejoratively by Marx in the 19th century to denigrate those writers whose ideas were less "scientific" than his own. It has, however, been the 20th century which has been rewarded with the full fruits of ideological thinking. Auschwitz and Gulag represent the horrific capacity which ideological systems have to destroy humanity and civilization in the name of some abstract force.

Despite the evidence that the ideological impulse can lead to such monstrosities as the concentration camp, the writers who peddle ideological thinking still turn their fire not, as might have been anticipated, on political life in the modern world, but on the very of decomposition; states are rocked by a legitimacy crisis; and western countries are populated by hapless individuals conditioned by the advertising industry into buying products for which they have no need. Unfortunately, the rhetoric thus displayed is not the mere plaything of scholars, idling away the time with a bit of dialectical argument. Ideas do have consequences as may be seen from the subtle way in which recently the concept of alienation itself has been injected into the debate about the problems of Northern Ireland. Inevitably not everyone will be convinced by Professor Minogue's handling of the issues surrounding ideologies in the modern world; and there will be many who will find it easier to teach the ideologies themselves without the strain of worrying about the implications of their "dogmatic structure". However, it is a book which anyone responsible for teaching modern history and politics should read carefully.

frequently extend in academic debate to Marxists for example is rarely fully reciprocated.

Perceptual asymmetry is central to the themes discussed in Professor Minogue's new book. He is concerned not so much with the content of the ideologies - the various "isms" of modern discourse - but rather with their style and essential character. One would not win a fellowship for guessing what Professor Minogue's personal assessment of the claims of feminism or of Marxism are; but, while he indulges in the occasional attack on the disorders of these doctrines, for the most part he is anxious to illustrate the quality of the arguments put forward by ideologically-motivated men and women. The result is a work which is incisive, stimulating and amusing. An ideological theory, he argues, is the "revolution that we live within a structure and our common-sense conviction of freedom is revealed to be an illusion, for both what we do and what we think are actually determined by the structure". Ideological theories are thus in a sense games of "hunt the structure" whether it be the structure of productive relations so central to Marxism or the structure of sexual relations at the core of modern feminist ideology.

In bringing out the style of ideological thinking Professor Minogue displays a sensitivity to the various brands of rhetoric which are encountered every day in the media, in academic writing and in politics. Societies are always on the verge of decomposition; states are rocked by a legitimacy crisis; and western countries are populated by hapless individuals conditioned by the advertising industry into buying products for which they have no need. Unfortunately, the rhetoric thus displayed is not the mere plaything of scholars, idling away the time with a bit of dialectical argument. Ideas do have consequences as may be seen from the subtle way in which recently the concept of alienation itself has been injected into the debate about the problems of Northern Ireland. Inevitably not everyone will be convinced by Professor Minogue's handling of the issues surrounding ideologies in the modern world; and there will be many who will find it easier to teach the ideologies themselves without the strain of worrying about the implications of their "dogmatic structure". However, it is a book which anyone responsible for teaching modern history and politics should read carefully.

By contrast with Professor Minogue's theoretical approach to the role of ideology in the modern world, Professor Bracher's book is concerned to trace the development of political ideas in the 20th century. As a distinguished historian of Germany, the country which generated so much of the intellectual and political ferment of the period, he is especially well placed to illuminate the range of issues raised by his subject matter. The First World War ushered in a universe not, as Woodrow Wilson supposed, "safe for democracy" but one disillusioned with liberalism and inclined to flirt with forms of government of a more totalitarian kind. The experimentation with authoritarianism and dictatorship in some countries (and the sympathetic reception given to those experiments even in Britain) underlined a deep dissatisfaction with the unheroic bourgeois democracies and a yearning for a state which was spiritually fulfilling. The same trend can be seen in the 1960s when political life was affected not by the cultural pessimists and fascists of the inter-war years but by a new brand of left-of-centre ideologies.

The discussion of the various cycles of ideological ferment and the implications for the political culture which supports a country's constitutional framework is learned and thoughtful. It is a pity therefore that the translation, if such it can be called, is so poor. Words for which there are perfectly good English equivalents are spurned and absurd neologisms are coined; we are treated to a feast of "clitarisms", "ideologisms" and "politological" ideas. The unfortunate reader is referred to a number of works in the footnotes without any guidance as to whether or not the work has been translated. Thus the titles of such standard works as Ernst Troeltsch's *Social Teaching of the Christian Churches* (which was printed in English in 1931) are left in the original German; most of all, titles of books originally written in English by such authors as Lord Bryce and J L Tanton are translated into German and left in that language.

The thought of many of the writers germane to Professor Bracher's discussion is obscure enough without the veil of a prose style which hovers uneasily between English and German. Professor Bracher deserves a large audience in the English-speaking world; shoddy presentation of his scholarship may mean that he does not get it.

Gillian Peele

A treasury of insights

The Global Conflict: The International Rivalry of the Great Powers 1890-1978, by C J Bartlett. Longman £14.95, 0 582 49069 3, £7.95, 49070 7.

Unpopular for us, inspecting the past, to shed the 20/20 vision of hindsight; to realize, imaginatively, however much we may acknowledge it intellectually, that at any given moment people simply did not know what was going to happen next. Even the most brilliantly perceptive participants in or observers of the international scene in the summer of 1914, say, or 1938 were, because of their inevitable ignorance of key factors in the crises they confronted, hopelessly in the dark of what was the most casual student of world history. Only by continuous conscious effort to discover our enormous accretions of subsequent knowledge can we truly, as we project ourselves back in time, enter into the minds of statesmen denied that understanding of the imminence of situations that we, endowed by infinite research, can attain with comparative ease.

One of the most distinctive features of Professor Bartlett's distinguished book is the exceptional extent to which he takes account of how utterly baffling and ambiguous to the politicians, grappling with them at the time, were sets of circumstances that can retrospectively seem to us quite straightforward.

Ravensbruck, we can decry the utter wickedness of National Socialism in action, and wonder how anybody could ever have hoped to appease such diabolical evil. Hard to appreciate that even as late as 1939, the true abomination of Nazism was still largely masked from the electorates of the West - partly through the craven excision by newspaper editors of matter that they feared would offend the dictators. Thus, the despatches of such correspondents as Sefton Delmer, reporting in horrific detail the sadistic viciousness of the persecution of German Jews as early as 1935, were regularly spliced. An awareness of how uninformed the public still was about the realities of Hitler's ultimate intentions does not excuse the Munich sell-out - nothing can do that - but it does cast the general relief at this betrayal of Czechoslovakia in a slightly less inglorious light.

In describing this and a score of other climactic junctures in the history of the last hundred years, Professor Bartlett maintains a beautiful balance between the "then" view and the "now" view.

power, was not a truth available at the time of Johnson's fatal escalation of American commitment in 1965. That the struggle was, in Walter Lippmann's image, a conflict between an elephant and a cloud of mosquitoes, with neither of the adversaries able, in the nature of things, to finish off the other - only gradually did this emerge. Professor Bartlett shows how seductive was the slope down which the Americans slid further every year of their involvement - as easy a descent into Avernus as they now seem bent on following in Central America. He sees their abandonment of Vietnam in 1973 as a watershed in post-1945 history: "was the most dramatic demonstration of the new limitations to the power of even the greatest nations in the face of determined national opposition". As the new superpowers, the only real beneficiaries of the Second World War, Russia and the USA, imposed in the author's phrase, a "bipolar" structure on the world, it is now he suggests, becoming "multipolar", as though they can, with their overkill nuclear armaments, destroy all civilisation; this power does "not automatically give them the same degree of influence over weaker peoples as in the past". It is a plausible view, one of a treasury of insights and observations that make this book a continuously instructive and thought-provoking read.

John Martin Fagg



This *Mighty Dream* (Routledge and Kegan Paul, £8.95) memorably charts, with the aid of photographs and other contemporary material, the popular movements for social change in the USA over the last hundred years.

lingo

'May' and 'Might'

Never let it be said that "might" is stronger than "may". They are both strong words, but "might" is stronger. "May" is a tentative statement: "I may go to town tomorrow" (but I have not quite made up my mind; it may rain, and I may decide not to go out after all). Would "I might go to town tomorrow" be even more tentative? There is also the permissive use of "may": "You may leave the table now", "May I help you?" Now "may" seems to be assuming yet another place in the language - taking over the past tense as well. Is "might" being vanquished by "may"?

Bridget Loney

If teachers are to gain the respect of parents and do the job they are meant to do, they must acquire a new professionalism!

TEACHER, TEACH THYSELF

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Mary Warnock

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Cahiers

The Cinema According to Cahiers: the 1950s. National Film Theatre. April 1 to 30. Cahiers du Cinéma: the 1950s. Edited by Jim Hillier. Routledge and Kegan Paul £16.95. 0 7100 9620 8.

Opinionated, sometimes over-literary, immoderate in its enthusiasms and in its antipathies, *Cahiers du Cinéma* had a distinctive personality from its inception in 1951, championing American film, Italian neo-realism and *cinéma d'auteur*, to become the nursery of the New Wave. Has no one thought to do this before? The NFT season, linked to the publication of the first volume of a projected four-volume anthology, is a splendid idea. The films reflecting the review's taste, hardly seem like an unorthodox selection from the period, which just goes to show how sure that taste was or how influential it proved to be.

Not that the critics of *Cahiers* always agreed. Kurosawa's *Living* (to be shown on April 23) was accused by Luc Moullet in February 1957 of "idolcy" and "affectation", to which André Bazin replied in the following month by describing the film as "a masterpiece" and "the most beautiful, most accomplished and most moving Japanese film I have ever seen to see". The superlatives are typical, as are Bazin's passing references to the Faust legend and to James Joyce. Composers, painters, writers and other cultural figures are called in to authenticate the products of Hollywood and Cinecittà. Eric Rohmer analysed *Rebel Without a Cause* as a five-act drama, apologising for yet another comparison with Greek tragedy; Godard called *Bitter Victory* "the most Goethian of films"; Hegel and Malraux make guest appearances in Jacques Rivette's review of *Beyond a Reasonable Doubt*. Sartre, Faulkner, Proust, Goethe and Stravinsky get noticeable entries in the index to the book. Only Truffaut, educated in the stalls at the Gaumont-Palace rather than on the set of the University of Caen, is consistently referred to as a film to film, and not to anything else.

Other differences emerged as the angry young men of *Cahiers* began to take an active part in shaping the new French cinema which they had demanded. They still shared a frame of reference in the history of cinema according to *Cahiers*: look at Chabrol's *Le Beau Serge* (April 24), a work that demonstrates what is left of Hitchcock when you take away the thriller; or read Godard on Nicholas Ray and Rohmer on the "autistic example" of Hollywood; to find the common ground between two directors who, politically and aesthetically, were to occupy distinctly different positions in the following decade. *Cahiers* also changed course more than once, after Rohmer and then the events of 1968. This first anthology, with an appendix looking forward to later developments, sets the scene through informative introductions to each section and translations which suggest some of the tone of the original texts. Even at the price, it is worth getting as a guide to the NFT season and a monument to an important influence in film theory and cinema history.

Robin Buss

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"Silent Night"

Hothouse drama

Nick Baker on the Sunday Times National Student Drama Festival

It's a theatrical hothouse, the Sunday Times National Student Drama Festival. It has to be, of course. The list of celebrated ex-participants (Pinter, Anthony Sher, Bernard Hill, Dennis Potter) makes it an important event, worthy of professional and academic attention. So the critical thermostat is set on "high" and kept that way with workshops, talks, forums, readings; in addition to the eighteen productions in three different professionally equipped venues. The technical crews work through the night, as do the editorial staff of the Festival daily. *Noises Off*. No allowances are made to schools entering work. They must compete on the same level as the professional theatres and drama schools for a place in the week-long event, staged this year in Swansea. Two schools earn a place, both with new plays. Minsthorpe High's *Silent Night*, was written by postgraduate student Polly Teale, who spent a week with the cast at school, then went away and wrote a (literally) pre-act play. The result is stunning – a comic Christmas Eve with 17-year-old shop girl, Terry Shepherd. Terry makes us feel her impatience and ambition to get on with life and her problem with false horizons. Already she has been disappointed by work and sex. For her, putting out the "Sale" signs on Christmas Eve in the shoe department is a symbolic act. She's only compensated

by the solidarity of female friendship (Mandy on make-up) and by mum and by a bit of a fantasy about being an actress. All the characters are treated with glorious comic invention and are superbly real. We're also left with the sense of at least three off-stage dramas. Adele Shaw plays Terry with a terrific sense of fun, and Adrian Hood's ungainly scotty is a little jewel. There's another Terry in Thomas Sumpter's *Comprehensive's* *Haunted Sunflowers*. He's one of the residents of a home for maladjusted children, a defenceless, trusting fool who is the natural butt of some cruelly funny comedy. The other inmates – regressive, autistic, psychotic and in danger of having a seizure and so do home – convince themselves that the home is haunted. Teacher/writer/director Richard Cameron creates a convincing picture of vulnerable, difficult adolescents and frustrated houseparents. As two factions completely differentiated by the young cast. Incidental music played by a professional sounding pop band works well but there's dangerous flirtation with some sentimental clichés and a melodramatic climax that seems inconsistent with the sensitivity of the opening scenes. Good performances throughout, particularly John Walding as poor trusting Terry. Two universities, Manchester, and Bristol, chose to take us away from

Swansea and set us down in the West End, with productions of *The Crucible* and *Equus*. In doing so they caused a small critical rumpus. Why choose such well made but limiting pieces for a student festival? In the case of Bristol's *Equus* the answer seemed clear enough. It's a clever play offering opportunities for clever acting. One waggy *Noises Off* reviewer aptly called it "Frederick Raphael on hooves". All the same, this production, which seems to set out to reproduce the look and feel of the West End original, was admirably proficient. Martin Dysart, the psychiatrist who delves into the mind of the 17-year-old to find out why he blinded six horses, is excellently played by Mark Davis, who makes a virtue of his comparative youth (it's really a middle-aged man's role) to achieve a rapport with the boy. Alan Strang, the boy in question, is less a human and more a carefully selected set of psycho-symptoms. As such there's only one way to play him and Johnston Ford obliged ably.

It's harder to see why Manchester Umbrella chose *The Crucible* which calls for enormous tension and a claustrophobic sense of immorality. Neither was achieved in the first half which was oddly passionless. The second half was patchily redeemed by a confident, unpleasant Danforth played by Richard Dillane. Of the four war plays offered at the

festival, I found Cambridge Mummer's Nam the most affecting. Adapted from Mark Baker's book by director Mike Baker (no relation anywhere here!) it deals with the reflections of three Vietnam veterans. Using verbatim accounts, it serves up some horrifying stuff – corpse mutilation, GI's killing each other in error, hushed up genocide in Cambodia – yet the length, and to an extent the lack of tonal variety, had a faintly anaesthetic effect. A little too much passion, perhaps. Leicester Poly's *Dangerous Altercations* had its rage at Ulster injustice undercut by a rather spurious and passionless journalistic style. All the same it had an electrifying opening five minutes – a sombre jig turning to the Belfast street sound of clanking big and pot lids turning to a list of prescribed torture methods, circa 1971. Bretton Hall's *Best Man Dead*, adapted from Raymond Briggs' nursery satire *The Tin Pot Foreign General* and the *Old Iron Woman* had some entertaining effects but couldn't match either the sharpness or pathos of the original. It was worth a try though, and the festival was the right place to do it.

Timothy Jackson's new play for St Andrews University Mermaid, *Rose on the Obverse*, like *Best Man Dead* also had a Falklands theme. Irik, an elderly couple prepare to buy their dog, while they await news of their son Martin, a para in the South Atlantic. It's a strangely romantic and obscurely symbolic piece, surprisingly uncritical of the conflict and its consequences on the old couple, who seem to accept their son's death with the death of their dog. Timothy West suggested in a workshop that actors legitimately compensate less than good material with a dash of sincerity. I can't feel feeling this to be the case here. Performances were good in *A Rose* and in fairness I'd say that in a production post mortem the play received a good deal of praise.

So did Dartington College's *In Living Memory*, a barnyard acrobatic piece played by a grey-clad ensemble who acted the set as well as the characters. Centring on a family bereavement (loads of laughs here) it also featured supermarkets, sexual harassment, spit, *Blue Peter*, horrible kids and hellfire preaching gone berserk. Themeless, seamless and hugely enjoyable.

I'm never sure whether *Woyzeck* is supposed to be enjoyable or not. Bristol University's production created a splendid visual effect but Brian Archer's design shows more scully than his direction. There's also a danger in repeating the myth that *Woyzeck* (written 1836) is "the first modern play". The more it's repeated, the less sense there seems to be in the productions. Nevertheless it's an excellent stilling play, just right for the hothouse.

Fast food

Easy on the Relish. Birmingham Youth Theatre, Midlands Arts Centre, Birmingham.

An unpleasant mix of commercial drive and evangelical crusading characterizes the Binders chain of burger bars in Andrew Bethell's satirical look at the fast food business and its effect on the young people it employs.

The infantile enthusiasm of the manager, a product of the "American Dream" machine (amusingly portrayed in an excellent performance by Brendan McNulty), is neatly contrasted with the laconic realism of his young employees. They are not so articulate but they see through the spurious values which underpin the cheer-leader style of Binder's management.

The play (available in the Cambridge University Press "Ad Now" series), offers good parts for a large youthful cast where everyone's contribution counts in the development of the play's themes.

Second year students from Birmingham Polytechnic's School of Theatre and Design contributed with red and white uniforms for Binder's staff to match the gleaming plastic fittings of the burger bar, a set constructed and very smartly painted by the trainees of Kingsbury Road Community Centre's YTS and completing the production's cooperative spirit which is as heartening as the fictional workers' cooperative of the play's happy ending.

Ann Fitzgibbon

Next week

Political Shakespeare: Alan Sinfield on the slanted way Shakespeare has been used by English examiners through many decades

RESOURCES

On target

Meet the Targets: A Guide to Personal Effectiveness. Teacher's book £5.95; Students' book £3.95.

McGraw Hill, McGraw Hill House, Shoppenhangers Road, Maidenhead, Berks SL6 2QL.

Meet the Targets is, in fact, two books. The students' book tells us, in comic-strip form, of the Bridgeman family, and more particularly Sue and Neil who are about to leave school. We follow the pair through a kind of everyday-story-of-working-class-folk, in which they encounter the frustrations of acquiring a job, encountering trade unions, politics, money, and a host of other potential problems. Throughout they are aided by the dashing consortium of Captain Target and his "associate" Jenny Target, who pop up at strategic moments to assist in the resolution of problems.

The issues raised are linked to a loose-leafed Assignments booklet, containing 73 discussion and action-based follow-up ideas, also presented in a comic-strip form. The publishers have partially waived copyright to allow teachers to duplicate sufficient copies for a class, although bulk buying of the students' book would probably be necessary.

There are a great many good ideas in these books, particularly in the Assignments text. While the latter is designed to be used with the students' book, it could be used quite effectively independently. It contains a comprehensive and clear index of topics for both books, and in the assignments allows for plenty of initiative on the part of

the teacher, especially in the area of management. For the teacher with some awareness of resources in and around the school or college these books will provide an effective source of ideas.

The comic-strip format, however, has its disadvantages. Teenage magazines customarily have fancier artwork; the black and white drawings (although bold and clear) may seem inferior in comparison. Indeed, in many teenage magazines drawings have now been superseded altogether by photo-stories, and one cannot help wondering whether the students will be attracted by the working-class stereotypes and their super-hero fairy godparents.

The books cover a tremendous number of issues in a relatively short space and this is bound to lead to omissions and over-simplifications. Some issues are well-treated, particularly the staples of Social and Life Skills work (like telephone skills, interview technique), but others are limited in their coverage – politics is insubstantially dealt with, particularly with regards to the differences between the policies of the major parties; and trade unions are presented almost entirely in the context of strikes, ignoring the other functions of unions. Of the omissions, social security and unemployment benefit seem the most important. The delights of exploring the world of wine (assignment 48) are fine for some of us, but how to handle relationships with the DHSS may be a more pressing problem for many working class kids.

Tony Kidd, Derek Paget

notes

CHEMICAL ELEMENTS

New Scientist has produced its own version of Mendeleev's Periodic Table of Chemical Elements in the form of a full colour poster. The poster is on sale to New Scientist readers at a price of £2.75, but if read to schools joining the New Scientist Bulk Supply Scheme. Under this any school ordering a minimum of five copies of the magazine every week is offered a special subscription rate – orders of ten copies or more a week also get an extra free copy.

The Mendeleev poster is being sent to all schools in the special subscription rate scheme and also to 3,500 other schools not currently participating in

Bulk Supply to encourage them to consider joining.

Details of the scheme are available from Keith Bick, New Scientist, IPC Magazines, King's Reach Tower, Stamford Street, London SE1 9LS.

REVISION TIPS

This year Capital Radio's Revision Recipes can be heard at any time of the day or night for the price of a phone call. In previous years the London station has broadcast these tips on how to tackle exam revision, but this, they say, has resulted in phone calls from school children who had missed DJ Roger Scott reading them on air.

So this year, Capital has installed 13 lines to relay a recorded message. The number to ring is 388 6111, and there will be a different subject each day.

Pick a card

Mathematics for Schools Level 1 Children's Cards By A. Howell and R. Walker 47 two-sided cards: £19.95 Addleshaw-Wesley, 53 Bedford Square, London WC1B 3DZ.

People often say that expendable workbooks are an expensive resource for infant mathematics work. Workbooks, being re-usable, are cheaper. Well, you do not need to buy a class set to serve the whole class.

After 13 years of *Mathematics for Schools*, Addleshaw-Wesley have now brought out infant workbooks. They are intended to supplement the expendable workbooks which have been a feature of this long-running series since it first came out. They are linked to the pupils' books in terms of general content. However, they could be slightly reorganized and used alongside other schemes.

The cards are a shade smaller than the main book, with a wipeable surface. Each is printed on both sides and contains a total of 94 activities. The

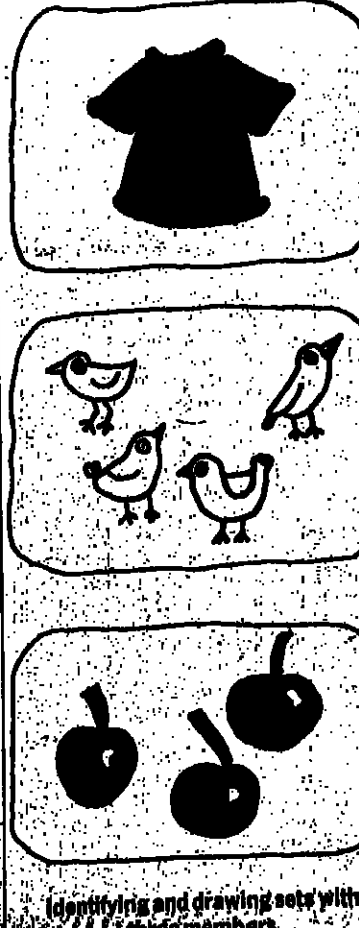
set certainly constitutes an economical source of supplementary material, but the cards bring with them many of the difficulties which cards always bring. Half the activities require pupils to "copy and complete". For the later activities, this is not too bad, since the things to be copied are tables or sentences. But in the earlier activities the young infant pupil has to copy out extensive pictorial material, for topics such as sorting and matching. Such drawing can involve quite time-consuming, and occasionally difficult, work which is not in itself a very mathematical task. Expendable worksheets are so much better for this kind of job.

A good proportion of cards relate to practical activities. Card 21 suggests you build a pattern out of red-and-white cubes. Card 31 asks you to build a castle like the one drawn. Later ones suggest measuring tasks. These are communicated well on a card. Indeed it would be wasteful if they were printed in an expendable booklet.

A few cards are more imaginative in their use of the medium. Card 26 is designed to let you place separate numeral cards in the boxes. Card 30 is the board for a Race Game.

On the whole, the content is well-chosen. The activities are nicely illustrated and clearly described. The general intention of the authors seems to be that successive batches of cards to be used as "review" activities for each pupil's workbook. *Mathematics for Schools* will find them good value for just under £20.

Andrew Rathay



Identifying and drawing sets with three members

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RESOURCES/VIDEO

edits

HEALTH EDUCATION CATALOGUE
A catalogue containing details of over 250 videos and films on health education has just been released by Educational Media International. The programmes come from many international sources and cover such diverse topics as How to Get Fit; Drugs; Sexual Child Abuse; Post Coronary Care and Stress.

Available from Educational Media International, 25 Bolleau Road, London W5 3AL.

BALLET
"Ballet for All". Thames Television's programmes are now available for sale at reduced prices on all major video forms from Guild Learning.

It is a seven part series available on three cassettes: cassettes two and three coincide with the University of London GCE O level dance history syllabus and the whole series is related to the GCE O level ballet syllabus.

The programmes illustrate the landmarks in the history of ballet and include excerpts from some of the world's most famous ballets.

The price is £67.50 for cassette one and £50 each for cassettes two and three. Full details from: Guild Learning, Guild House, Peterborough, PE2 9PZ.

FEATURE FILMS
Among feature films being re-released at a lower price by Thorn EMI is "Swallows and Amazons", the film of Arthur Ransome's classic children's book. Also for children is the "Magical Arabian Adventure". The price is £17.99 each. Further information is available from Thorn EMI Screen Entertainment, Thorn EMI House, Upper Saint Martins Lane, London WC2H 9ED.

CHILD MOLESTATION
Walt Disney Educational Services have announced a major rallying to 25,000 schools utilizing Disney characters to warn children about the dangers of talking to, and going with, strangers. A new award-winning video is also available in the UK and Ireland, called "Child Molestation - Breaking the Silence".

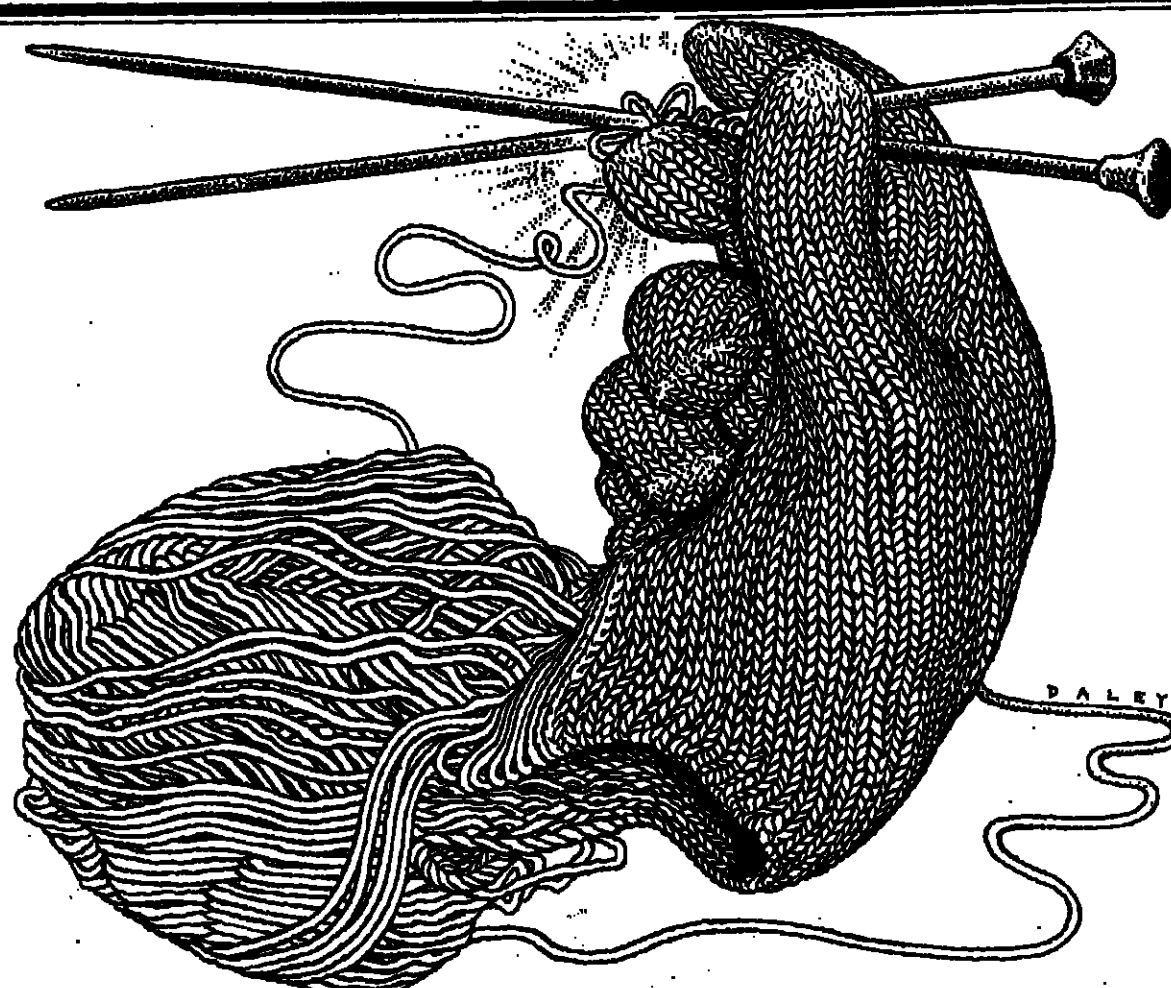
The British Company has announced a stepping up of the campaign warning children against strangers.

Further information from Walt Disney Educational Services, 31-32 Soho Square, London W1 (tel: 01-734 8111).

Life of Orwell

Famous Authors: George Orwell
VHS or Betamax £26.50 + VAT
Nelson Filmscan, Nelson House, Mayfield Road, Walton-on-Thames, Surrey KT12 5PL.

One way or another, it had to be George Orwell's life which was chosen to launch a range of videocassette biographies of major English play-



Knit one, purl one

Lesley Smith reviews a video that demonstrates knitting for beginners

Don't Just Sit There - Knit Something
VHS and Betamax £21.85 (incl VAT)
U-matic £33.35.

By Wendy Woods, in conjunction with the Communications Centre, Group, Blackpool, Lancs. (tel: 0507 654444).

A basic knowledge of knitting is all that is required for the beginner to produce the most beautiful and complex patterns. In its simplest form, knitting is an easy and interesting craft to learn. It provides enormous pleasure as well as being a useful aid to relaxation. It is an economic and creative source of clothing and household items at one level and can be developed into an art form giving endless pleasure to many on another.

This useful, as well as creative, activity has tended to decline over the past decade, with fewer children being

taught how to knit. This is a trend which the early Victorians would have found difficult to understand, as they were legally obliged to teach the skill to their children, both girls and boys.

In order to promote and encourage interest in the craft, Wendy Woods, in conjunction with the Communications Centre, have produced an excellent video for use in teaching hand-knitting to beginners. Using clear and precise demonstrations and explanations, it logically follows through and indicates the equipment needed and yarn types and basic stitches required to teach the skills and knowledge necessary to produce a finished article.

The viewer is shown clearly the process of casting on, with additional hints to help the beginner acquire the dexterity needed. The video clearly identifies the most successful methods to employ, and gives alternative

strategies to use if the more traditional method is not suitable.

The knit stitch, purl stitch, casting off and increasing and decreasing are all explained and clearly demonstrated. The importance of each successive 'process' is identified and the necessity for correct tension explained. This is something the beginner often finds difficult to understand or achieve.

The video ends with essential information on how to put together a knitted article. Once again excellent use is made of clear demonstration and explanation in order to illustrate the "how" as well as the "why" of each process.

This is a first class video which will be most useful, both to teachers in practical teaching situations, and to the individual at home wishing to learn the skill of knitting quickly and painlessly.

Nick Baker

Dealing with people

Communication at Work
VHS and Betamax £39.95 + VAT;
U-matic £49.95 + VAT
Pitman Publishing Limited, 128 Long Acre, London WC2E 9AN.

It's about time that some enterprising video company made a training video about how to make a good training video. If *Communication at Work* is anything to go by, Pitman Publishing desperately needs help.

Set in an imaginary lighting manufacturer's office, *Communication at Work* is about what it calls "reception skills", a term which could usefully be replaced with "dealing with people". It's aimed at students of commerce or office practice and it sets out to demonstrate by example good and bad ways of handling colleagues and customers, both on the telephone and in person.

What characterizes *Communication at Work* is its own failure to communicate effectively. The acting is amateurish, the direction is unimaginative and the lady presenter is almost painfully po-faced. It's obvious that she's much more concerned with the clarity of her diction than with what she's actually saying. The overall effect is part comic and part patronizing.

Surly Shirley is left to "hold the fort" at lunchtime while her boss is out. She makes a right pig's ear of it. "Well, that didn't go very well, did it?" interjects the prim lady presenter. Shirley gets another stab at it, and this time she performs perfectly. The same "before and after" technique is used in two further scenes about how to take a telephone message and how to deal with an important caller.

It's clear that there is a necessity in this sort of training video to state and re-state what to more experienced people would seem obvious - details like writing messages clearly, trying to be polite, keeping a pad and pen by the phone and so on. At the same time it has to be borne in mind that students who watch this sort of video will have been brought up with the expectation that all television will have a certain level of production values. *Communication at Work* is likely to disappoint.

It doesn't have to be *Minder*, but it does need a little bit of professional polish.

Nick Baker

Smoke hazard

Suckers?
VHS or Betamax £65 + VAT, U-matic £75 + VAT

Project Icarus, Raglan House, 4 Clarence Parade, Southsea, Hants PO5 3NU (tel: 0705 827460). Also for hire from Concord Films Library, 201 Felixstowe Road, Ipswich, Suffolk IP3 9BJ (tel: 0473 76012).

Package includes 16-page booklet and six posters.

When Walter Raleigh brought back the tobacco plant and the habit of smoking from the Americas, James I categorized it as "a custom loathsome to the eye, hateful to the nose, harmful to the brain and dangerous to the lungs". Nothing has happened since to invalidate this judgement.

Suckers? is an excellent cautionary aid for teaching a young secondary class about the dangers of smoking. Mere statistics - 100,000 unnecessary deaths a year; 35 per cent of all lung cancer deaths; \$11.2m a day in revenue to the government - pale, but meeting Edward Oliver "who's just smoked the legs off" Joe Davis who wants to tear his clothes off to get a breath of air to relieve his emphysema or Janet Ratner whose lung cancer can only be mitigated by drugs which leave her sick, dizzy and bald, provide vivid reminders that it could happen to you.

hammer the coffin nails home.

Considering that 25 per cent of all smokers are hooked by the time they're 21, it is of prime importance to engage youngsters' interest. Using Bellamy as a link figure, together with another TV personality Lee Pack, the one good way of doing it; remorseless use of hospital footage adds to the use of the film on the actions of chemicals on the pathos of individual lives makes for a lively and strong presentation.

Perhaps most effective are the two final scenes - in one the Great Tobacco Conspiracy (between the profits of multi-national firms and the revenues of governments) is exposed; in the other a cherubic class of 10-year-old boys confess how hard it is to give up a habit which already amounts to 10 a day. "It's easy to start," mutters one downy lad, "but when they try to finish it's too hard."

And, indeed, half of all patients undergoing the gruelling operation for cancer are smoking, again within a year. At the end of the film David Bellamy shakes his finger at the hapless green. But I shall always remember Edward Oliver in his wheelchair, bereft of legs, half a stomach and the sight of one eye, meditatively puffing away at his fag. Can it be worth it?

Victoria Newman

Animals in Action
and the Essex Micro Datafiles
TV, Thursdays 11.34am.

This summer schools will have a chance to view, record, review and generally enjoy some of the films from the award-winning *Animals in Action* series. Already seen by the myriad mums, grans, publicans and shiftworkers who muscle in on children's TV time, it is now scheduled for eight Thursday mornings from April 25 - June 20. What is more, it is backed up by micro datafiles produced by teachers at the Advisory Centre for Computer Education in Essex. First the films.

We have come to expect nothing short of magical imagery from the lens of the *Survival* cameras (from whose seven million feet of wildlife film the "Action" series is drawn) and this is no exception. Whether it is a fat butterfly pupa emerging from its tiny caterpillar body or a cheetah at full stretch after a Thompson's gazelle, it is compulsive viewing.

Each programme takes a theme, exploring one aspect of the animal world and relating it to the human. Thus "Run for Your Life", the first in the series, looks at legs and feet in the lungfish, the monitor lizard, kangaroo and others. Maybe you never noticed that humans run like ostriches, or perhaps you missed the chance to observe the poetic symmetry of motion, not to mention the trendy designer colours, of the Mombassa Train - an African centipede. Now's your chance.

Where we need to be led by the hand, Keith Shackleton, wildlife artist and no mean runner himself, is there to do it, drawing in the bits the camera cannot reach and reassuring the squeamish - "a few more strides and the cheetah will be close enough to trip the gazelle - a cloud of dust and it will all be over". And it is. No blood and

Top & tail

Susan Thomas on a wildlife series and accompanying computer software



gets here reducing tender souls to tears all afternoon.

The other programmes look at eyes, insects, whales, dangerous and familiar animals, and the wash and brush-up process. Most of the photography is straight, letting the animal in action

speak for itself but action replay, freeze frame and slow motion techniques are used whenever they clarify a point, and for the "eyes" programme a variety of lenses helped us see things in quite new ways.

The teachers' booklet and notes

Gillian Macdonald on the BBC's project to involve parents in their children's interest in computers and Hugh David on a related TV series

A window on maths

In a move to penetrate the home computer market, the BBC have launched a new maths software package for primary children which will, they say, give parents "a window on maths in the primary schools" - and it will be available in versions for the Spectrum and Commodore before Christmas.

The BBC is aiming to involve parents in their children's interest in computers, and to encourage their use at home. These new programs for "children of any age" (and that could extend to middle-aged ones) not only accompany the next School Radio series of *Maths With a Story*, which starts on April 30, they will also be played on *Whizz*, the new children's television programme for "under-sevens" (see adjacent review). For although they are designed to put across key mathematical ideas, these co-ordinate jigsaws, symmetry puzzles, dice games and colouring puzzles are meant to be fun.

Any worries parents have about how to use them should be allayed by the explanatory booklet which accompanies the programs (total price £5.50). The teachers' books with puzzles and games are also being packaged and will be sold in high street shops at the end of May. But if they still feel totally bemused by computers, support and encouragement can be found in a new Continuing Education series, *The Learning Machine*, which starts on BBC1 on Thursday. This will offer suggestions on how to get more out of your home micro, and report on progress in schools.

Maths With a Story is the first BBC software program to be released in a

Spectrum or Commodore form. Until now BBC programs have been targeted at the educational market where the BBC Micro dominates the field. Its hold on the home market is much smaller, however; parents can buy a Sinclair for £150 compared with £250 for the more sophisticated BBC machine. So, any serious inroads into the home software market will depend on programs being compatible with the more popular Sinclair and Commodore machines.

Does this mean that other BBC software will now be made available for the rival computers? Not necessarily, according to Sheila Innes, Head of Educational Broadcasting. That will depend on the success of this venture. The cost of producing versions for different machines runs into thousands of pounds, and they will only be able to proceed with it in suitable areas where they are likely to recoup their expenses. An alternative might be to sell the rights to other companies who were willing to convert the programs.

And there are new marketing considerations, she points out. For example, titles of programs for home sales will need to have immediate appeal. "Maths With a Story" may have a ready market among teachers who are familiar with the highly praised School Radio series, but will it entice the casual child or adult shopper away from names like "Hot, Hot, Spotter"?

Maths With a Story will be available later in the month on cassette for the BBC Micro and Electron. Versions for the Spectrum and Commodore will appear at the end of the year.

Wall mark

CHILDREN'S TELEVISION
The Wall Game
TV, Tuesdays 4.45

"Hope you're all playing this at home!" Bruce Forsyth used to say. While the contestants made fools of themselves in *The Generation Game*, a steady number of adults watching *Diogenes Television: The Wall Game* might think the programme at home.

Not at home, though. It will be at school, and they will be drama teachers, for the new children's show is really little more than a series of first-class demonstrations of drama lessons. And it must also be about the only game show on TV with no prizes.

Instead, parties of children from selected junior schools are confronted by the studio, measuring some 30 feet by six feet, consisting of 70 very strong, very light, coloured blocks of various shapes and sizes, and it does not happen in a well for

CHILDREN'S TELEVISION
Whizz
BBC-1, Friday, 3.55pm

Good news for all who were bewildered by the first episode of *Whizz* last week: just as producer Pippa Dyson promised, it all really does start to become clear in today's programme. *Whizz* herself, a droid from 300 light years away who looks to have been stoned by a Cyberman out of Dame Edna Everage, still talks of "interfacing" with this, that and the other, but the arrival of Ben, a sort of suburban character development. Adult computer-literate can at least hang on to that in this series designed for the under-7s.

They will get precious little else, for the programmes show to a frightening degree how computers, space invader games and the vocabulary of science fiction have filled the minds even of infant-age children. What price Rupert? Come back Bill and Ben! The childhood hargies revealed bit by bit in a recognition game in *Whizz* turn out to be characters from *Star Trek* and even the *Star Wars* trilogy, while many of the puzzles with which *Whizz* are new or existing software programmes for the BBC Micro (and subtly advertised in the closing credits).

In contrast to the other four "traditional" new series for younger viewers which started at the same time, *Whizz* would have been impossible to contemplate (and, with its sophisticated

provides programme summaries, listing animal names and teaching points, and incorporates a tape counter box as an aid to lesson preparation. It also offers a vocabulary list, suggestions for discussion, development and follow-up work. This includes some thoughtful, and entertaining, observations and analysis of animal characteristics and the compilation and use of datafiles on the classroom computer. And having come this far, goes on to explain how to create and use a datafile.

The combined efforts of Anglia TV and a group of Essex teachers have resulted in a software package for BBC and Research Machines 380Z/480Z. Used in conjunction with *Quest or Inform* data retrieval systems, the package comes in three parts. The first is a simple datafile directly linked to the *Whales* programme. This has 93 Records (individual whales) and seven Fields (areas of interest). The more complex *Birds* datafile covers the 273 most common species of British birds and has 20 Fields.

And finally, and most usefully, there is a file creation section, linked to the insects programme, which shows how the children can create and use their own datafile.

It is a provocative approach, not detracting from the old animal magic but carrying it into the area of scientific method and giving children the chance to use the classroom computer as a tool, doing the sort of work it knows best.

The Animal in Action datafile disks cost £15 each (plus VAT) and are available from the Education Dept, Anglia TV, Anglia House, Norwich NR1 3JG. For further information on *INFORM* - contact Ian Irving, Computer Education Centre, Eaton Hall, Reiford, Notts. (0777) 704874.

For *QUEST* information The Advisory Unit for Computer Based Education, Endymion Road, Hatfield Herts. (0777) 654314

briefings
radio & tv

For schools

THE ENGLISH PROGRAMME
(Mon 10.32, Wed 10.21, ITV)
A new unit of four documentaries on "Sex Equality". Encourages 13 to 18-year-olds to look at equality for both men and women, beginning here with "A Woman's Place - What's New?"

COMING OF AGE IN BRITAIN
(Tues-Fri 11.00, VHF4)
Each of these five programmes features an ordinary 18-year-old talking about his or her life, worries and hopes for the future. Four out of the five are first generation Britons.

MY WORLD
(Tues 11.15, Fri 11.05, ITV)
All this term's programmes have an outdoor theme. Four to six-year-olds begin by going on "A Walk in the Country".

THEATRE WORKSHOP
(Tues-Fri 11.20, VHF4)
Classes taking CSE or O level drama have the opportunity to study stagecraft and the Victorian theatre.

LISTENING TO MUSIC 2
(Tues-Fri 11.40, VHF4)
Music projects for 13 to 16-year-olds offer information on British and American musicians.

PAR ETAPES
(Tues-Fri 14.00, VHF4)
A graded objectives-level 2 resource series with teachers' notes and worksheets to complement the programmes.

ENGLISH FOR EXAMS: COMMUNICATION
(Tues-Fri 14.30, VHF4)
A series of paired programmes to encourage 14 to 17-year-olds to communicate more effectively, both on paper and orally.

Continuing education

20/20 VISION: DIVIDED BRITAIN
(Sat 21.15, C4)
A three-part unit beginning with "The Domesday Look" - information derived from a street-by-street computer analysis of the country. Compares and contrasts lifestyles and similar employment in the North and the South.

ENGLISH NOW
(Wed 11.48, Radio 4)
What is bad English? Should the language be allowed to change? How can computers help? Some of the topics to be discussed in this weekly series.

THE LEARNING MACHINE
(Thurs 22.55, BBC1)
A series exploring the uses and abuses of computers in education, both at home and in schools.

THE DOMESDAY PROJECT
(Fri 19.30, BBC1)
The launch of this major project to mark the 900th anniversary of the Domesday Book. Schools, colleges, scouts, guides, Women's Institutes and the Nature Conservancy Council are already collecting data for a 20th-century Domesday Book on interactive videodisc.

4 Television Programme Recording

Titles Available for Week Commencing Sunday 21st April 1985

Friday 21st April
5.30pm The Business Programme fee code F
Monday 22nd April
4.00pm Cautionary Tales: Arrest & Bail fee code C
5.30pm I Could Do That: Getting Started fee code D
Tuesday 23rd April
8.30pm Low Tech: On Selection fee code B
Wednesday 24th April
8.30pm (Drama Report) fee code B
Thursday 25th April
1.00pm Doctor Marmalade's Comedy in Lockdown fee code C
1.00pm Doctor Marmalade's Comedy in Lockdown fee code C

For More Information Contact TV Recording Licences Dept. GUILD LEARNING, 85 High Road, Boreham, Essex. Tel: 0206 252525

Classified Advertisements

Index to Appointments vacant, Wanted and other classifications

Appointments vacant

Nursery Education

Headships

Other Appointments

Primary Education

Headships

Deputy Headships Senior Masters/Mistresses

Scale 2 Posts

Remedial and Special Needs Teaching Posts

Scale 1 Posts

Middle School Education

Headships

Deputy Headships Senior Masters/Mistresses

Craft Design & Technology

Modern Languages

Music

Physical Education

Other than by Subjects

Secondary Education

Headships

Deputy Headships Senior Masters/Mistresses

Remedial and Special Needs Teaching Posts

Art and Design

Careers

Classics

Commercial Subjects

Computer Studies

Craft Design & Technology

Economics & Business Studies

English

Geography

History

Home Economics

Humanities

Mathematics

Modern Languages

Music

Pastoral

Physical Education

Religious Education

Rural Science

Science

Social Studies

Speech and Drama

Technology

Other than by Subjects

Scale 2 Posts

Scale 1 Posts

Headships

Deputy Headships Senior Masters/Mistresses

Craft Design & Technology

Modern Languages

Music

Physical Education

Other than by Subjects

Headships

Deputy Headships Senior Masters/Mistresses

Craft Design & Technology

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Craft Design & Technology

Modern Languages

Music

Physical Education

Other than by Subjects

Appointments in Scotland

English

Geography

History

Home Economics

Humanities

Mathematics

Modern Languages

Music

Pastoral

Physical Education

Religious Education

Rural Science

Science

Social Studies

Speech and Drama

Technology

Other than by Subjects

Scale 2 Posts

Scale 1 Posts

Headships

Deputy Headships Senior Masters/Mistresses

Craft Design & Technology

Modern Languages

Music

Physical Education

Other than by Subjects

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Modern Languages

Music

Physical Education

Other than by Subjects

Pastoral

Physical Education

Science

Other than by Subjects

Colleges of Further Education

Directors and Principals

Heads of Department

Other Appointments

Colleges and Departments of Art

Other Appointments

Polytechnics

Other Appointments

University Appointments

Scale 2 Posts

Scale 1 Posts

Headships

Deputy Headships Senior Masters/Mistresses

Craft Design & Technology

Modern Languages

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Social Services

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Educational Psychologists

Examiners

Hereford and Worcester County Council



Unless otherwise stated, application forms and further details are available from the Headteacher of the school concerned on receipt of a f600p S.A.E. and returnable to the Headteacher. Closing date 4th May 1985, unless otherwise stated.

NURSERY EDUCATION

PERKINS NURSERY TEACHER - Scale 2. This appointment is for September 1985 and will continue for the duration of the Franchise Urban Aid Project (i.e. until August 1988). The teacher appointed will, in consultation with the Head Teachers of the Beches First and Holy Hill Methodist C.E. First, provide a programme of visits to young children in their homes, and one day a week in each of the above schools with responsibility for a small Nursery group. An ability to relate with Parents, Social Workers and Health Visitors is expected. Car owner essential (casual user rate to be paid). Application forms are available from the Headteacher of the Beches First School, Thorncliffe Road, Rubery, Redditch, Birmingham B45 0DS, and should, when completed, be returned to her. Further details concerning the nature of the post will be supplied with the form.

FRANKLEY HOLLY HILL METHODIST C.E. FIRST SCHOOL, New St. Holly Hill, Frankley, Birmingham. (5-9 years, 30 place Nursery Class) Scale 1 Nursery Class Teacher. Required - an enthusiastic, experienced Nursery teacher, who would like the challenging opportunity of promoting pre-school ventures and home/school liaison.

PRIMARY SCHOOL EDUCATION HEADSHIPS

Application forms and further details are available from the County Education Officer (BSW/GJ), County Education Offices, Castle St., Worcester WR1 3AG. (A 4 S.A.E. required)

BELBROUGHTON C.E. FIRST, Bradford Lane, Belbroughton, Shropshire, West Midlands DY10 9TF. Headteacher for this Group 1 school. 5-9 age range.

BRANSFORD PRIMARY SCHOOL, Leigh, Worcester WR6 6LE. Headteacher for this Group 2 school. 5-11 age range.

ST. AMBROSE R.C. INFANTS SCHOOL (Group 3 (5 to 7)), Clarence Street, Kidderminster DY10 1RS. Headteacher required, committed R.C., for the above V.A. school. The successful candidate will be required to accept the terms of the Catholic Education Council Contract.

Applications should be returned to Reverend A.J.J. Adams, St. Ambrose Rectory, Birmingham Road, Kidderminster DY10 2BY by 4th May 1985.

SCALE POSTS

BRIDFORD FIRST SCHOOL, Broad Street, Bromsgrove, Worcs. Tel: Bromsgrove 72771. An experienced Reception Teacher, interested in pre-school liaison. An ability to advise on some of the school's curriculum areas, would be an advantage. Experience in the development of Physical/Technology courses, including Electronics and the use of Computers, is essential.

CHORLEY GORPS ENDWOOD PRIMARY SCHOOL, Chorley, Ross-on-Wye, Herefordshire HR9 7BL. Assistant Teacher, Scale 2. An experienced Reception/Infants teacher who will be able to contribute to the development of the whole Infant Curriculum, who will make an enthusiastic contribution to the life of the primary school.

ROSE-ON-WYE, ASHFIELD PARK PRIMARY SCHOOL, Redditch Road, Rose-on-Wye, Herefordshire HR9 8PL. Teacher for Junior Class and to take responsibility for P.E. throughout the Junior Department. Scale 2 post available.

CLANES OF PRIMARY SCHOOL, Claines, Worcester WR9 7RW. Teacher for Junior Class and to take responsibility for P.E. throughout the Junior Department. Scale 2 post available.

WILTSHIRE

SARUM WESTWOOD ST. THOMAS C.E. PRIMARY SCHOOL, Salisbury. Mixed 15-18 Upper School (Comprehensive), No. on roll 1000. Required for September 1985. Scale 1 Special Needs Teacher. An exciting opportunity exists for a teacher with experience in co-ordinating and supervising the work of a team of Special Needs teachers. The successful candidate will be responsible for the co-ordination of the team and will be expected to contribute to the school's development. Further details and application forms are available from the Head, Michael Best, for an interview and to visit the school prior to submitting their application. Further details available on receipt of a large S.A.E.

HOLYKINGS FIELD PRIMARY SCHOOL, Salisbury. An experienced teacher for a class of 28 year old children, Scale 2, ability to plan and deliver a wide range of work. An interest in English as a second language is an advantage.

CATFELLS FIRST SCHOOL, Old Lane, Catfild, Bromsgrove, Worcs. B61 2JF. Required for September 1985. Scale 1 Special Needs Teacher. An exciting opportunity exists for a teacher with experience in co-ordinating and supervising the work of a team of Special Needs teachers. The successful candidate will be responsible for the co-ordination of the team and will be expected to contribute to the school's development. Further details and application forms are available from the Head, Michael Best, for an interview and to visit the school prior to submitting their application. Further details available on receipt of a large S.A.E.

By Subject-Classification

Art and Design

Heads of Department

BUCKINGHAMSHIRE

MILTON KEY C.E. SCHOOL

Head of Faculty to co-ordinate the work of the school. The successful candidate will be responsible for the co-ordination of the team and will be expected to contribute to the school's development. Further details and application forms are available from the Head, Michael Best, for an interview and to visit the school prior to submitting their application. Further details available on receipt of a large S.A.E.

MIDDLE SCHOOL EDUCATION

SCALE POSTS

WITTON MIDDLE SCHOOL, Old Chapel Road, Droitwich, Worcs. WR9 8BD. Scale 1 teacher of English in lower school. Ability to teach French or Spanish an advantage.

PELHAM C.E. PRIMARY SCHOOL, Pelham, Worcester WR14 1LJ. Teacher of domestic Craft in Upper School Scale 1. The school has a well-equipped Home Economics room and an enthusiastic staff. The successful candidate will be responsible for the co-ordination of the team and will be expected to contribute to the school's development. Further details and application forms are available from the Head, Michael Best, for an interview and to visit the school prior to submitting their application. Further details available on receipt of a large S.A.E.

MOATFIELD MIDDLE SCHOOL, Essenhall Lane, Matlockborough, Redditch B98 0BE. An enthusiastic and qualified teacher to develop a range of art and craft skills in a new purpose-built unit. An ability to offer woodwork, claywork and creative technology would be an advantage. Scale 1.

WALKWOOD C. of E. MIDDLE SCHOOL, Peckham Road, Redditch, Worcs. B97 5AQ. A General Subjects Teacher to work initially in the First Year (9-11). An ability to help with Girls Games and P.E. is essential. Scale 1.

SECONDARY SCHOOL EDUCATION HEADS OF DEPARTMENT

HEREFORD, AYLESTONE SCHOOL, Broadlands Lane, Hereford HE1 1JA. (Roll: 1,130 - Age range 11-18) Applications are invited from well qualified graduates for the Scale 3 post of Head of Chemistry Department. The school was formed from two schools, with fine academic traditions, and the ability to maintain them is essential. Details from the Headmaster (a.s. please). Application promptly by letter and curriculum vitae/application form.

SCALE POSTS

DROITWICH HIGH SCHOOL, Omberville Road, Droitwich, Worcestershire WR9 0AA. A Graduate Teacher of Chemistry (Scale 1) is required in this purpose built Modern Comprehensive High School of 1,500 pupils in the 13-18 age range. Chemistry is taught to C.S.E., Ordinary and Advanced Levels. Advanced Level and Ordinary Level teaching could be available for a suitably qualified applicant. There are fifteen teachers of Science and three technicians using ten laboratories.

KINGTON, LADY HAWKINS SCHOOL, Kington, Herefordshire HR5 3AG. (An 11-18 Rural Comprehensive School, 450 on roll)

1. Required at Scale 1, an enthusiastic Graduate Physicist to teach throughout the school including 'A' level. The ability to make a major contribution in the development of Physical/Technology courses, including Electronics and the use of Computers, is essential.
2. Required at Scale 1, an enthusiastic Graduate to teach Computer Studies. The subject is taught to C.S.E., 'O' and 'A' level. The ability to make a major contribution in the use of computers in all areas of the curriculum is essential. A 'Tech Network' is to be introduced by September.

LEONMINSTER, THE MINSTER SCHOOL, Leonminster, Herefordshire HR9 4AA. The Minster School, Group 11 comprehensive school, 1,100 students 11-18, with a well established sixth form, is situated in a pleasant area in rural Herefordshire.

1. Teacher of English with special interest in Drama (Scale 1).
2. Teacher of Physics and Integrated Science (Scale 1). The ability to teach Electronics and/or Computing would be an advantage.

BEWLEY HIGH SCHOOL, Stourport Road, Bewdley, Worcs. Required at this comprehensive high school of 650 pupils aged 13-18 with a sixth form of 100-1.

1. A well qualified and experienced graduate to teach English (Scale 2) at all levels up to 'A' and 'O' level. The ability to make a major contribution in the development of the whole Infant Curriculum, who will make an enthusiastic contribution to the life of the primary school.
2. A well qualified and experienced graduate to act as Second in the Mathematics Dept. (Scale 3 post). The successful candidate will be able to teach Mathematics at all levels up to 'A' and 'O' level. The ability to make a major contribution in the use of computers in all areas of the curriculum is essential. A 'Tech Network' is to be introduced by September.

HOLLYWOOD, THE WOODRUSH HIGH SCHOOL, Shawbury Lane, Hollywood, Birmingham B47 5JW. A teacher of History, Scale 2, Second in the department. Ability to teach Economics to 'O' or 'A' level would be an advantage but is not essential.

NORTH BROMSGROVE HIGH SCHOOL, School Drive, Stratford Road, Bromsgrove B70 1BA. Mixed comprehensive, 1000 pupils, 150 in Sixth Form. Specialist teacher for Boys' P.E. and Games. Teaching ability in all major sports is required, and a specialism in basketball, soccer, athletics or cricket; commitment to out-of-school activities essential. Please state subsidiary subject. Scale 1 post, suitable for progression.

ST. AUGUSTINE'S CATHOLIC HIGH SCHOOL, Stoneville Lane, Hunt End, Redditch, Worcestershire. 13-18, Group 10.

1. Scale 1, Girls' P.E. Post. Applications are invited for this post from either newly qualified or experienced teachers. There is a requirement for approximately two-thirds Physical Education and all candidates should state a second subject which they are prepared to teach. A new C.F.V.E. course will start in September. Applicants able to offer teaching for this course will be especially welcomed. A pre-qualifying course would be preferred. The successful candidate will be required to accept the terms of the C.E.C. contract.
2. Required, a teacher of Religious Studies, Scale 2. Applications are invited from practising Catholics with appropriate qualifications for a complete range of such pupils. Teachers intending to apply must, therefore, recognise the sacramental nature of the school. The successful candidate will be required to accept the terms of the C.E.C. contract.

Further details and applications forms may be obtained either by writing or telephoning the Clerk to the Governors at the School (Redditch 46164). Closing date for applications is ten days after this advertisement appears.

REDDITCH, BRIDLEY MOOR HIGH SCHOOL, Redditch, Worcs. B97 6NT. Required, a teacher of Craft, Design and Technology and P.E. (Scale 1) who should be able to devote to C.D.T. through an integrated approach (an interest in teaching Technology is essential) in a flourishing and well-equipped department, and to P.E. Games (the Department is a thriving one and all the major games are taught).

THE DYON PERRINS C.E. HIGH SCHOOL, Yates Way Road, Malvern, Worcs. WR14 1LJ. Comprehensive (11-18) Required, a Scale 1 Specialist in Fabric Printing, ATD BA or equivalent. (10260)

SECONDARY REMEDIAL AND SPECIAL NEEDS continued

OXFORDSHIRE

CHURCHILL SCHOOL, BLEDGEMORE ROAD, OXFORD. Required for September 1985. Scale 1 Special Needs Teacher. An exciting opportunity exists for a teacher with experience in co-ordinating and supervising the work of a team of Special Needs teachers. The successful candidate will be responsible for the co-ordination of the team and will be expected to contribute to the school's development. Further details and application forms are available from the Head, Michael Best, for an interview and to visit the school prior to submitting their application. Further details available on receipt of a large S.A.E.

HILLINGDON LONDON BOROUGH OF HILLINGDON. Required for September 1985. Scale 1 Special Needs Teacher. An exciting opportunity exists for a teacher with experience in co-ordinating and supervising the work of a team of Special Needs teachers. The successful candidate will be responsible for the co-ordination of the team and will be expected to contribute to the school's development. Further details and application forms are available from the Head, Michael Best, for an interview and to visit the school prior to submitting their application. Further details available on receipt of a large S.A.E.

OXFORDSHIRE

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ROTHAMPTON METROPOLITAN COUNCIL, SPURLEIGH COMPREHENSIVE SCHOOL, 11-16 Mixed, Approx. 750 on roll. Required for September 1985. Scale 1 Special Needs Teacher. An exciting opportunity exists for a teacher with experience in co-ordinating and supervising the work of a team of Special Needs teachers. The successful candidate will be responsible for the co-ordination of the team and will be expected to contribute to the school's development. Further details and application forms are available from the Head, Michael Best, for an interview and to visit the school prior to submitting their application. Further details available on receipt of a large S.A.E.

WALTHAM FOREST LOCAL AUTHORITY, PRIORITY SCHOOL, London Road, Shawbury. Required for September 1985. Scale 1 Special Needs Teacher. An exciting opportunity exists for a teacher with experience in co-ordinating and supervising the work of a team of Special Needs teachers. The successful candidate will be responsible for the co-ordination of the team and will be expected to contribute to the school's development. Further details and application forms are available from the Head, Michael Best, for an interview and to visit the school prior to submitting their application. Further details available on receipt of a large S.A.E.

Scale 1 Posts

BUCKINGHAMSHIRE

BEACONSFIELD/CHILTERN AN EQUAL OPPORTUNITY EMPLOYER. Required for September 1985. Scale 1 Special Needs Teacher. An exciting opportunity exists for a teacher with experience in co-ordinating and supervising the work of a team of Special Needs teachers. The successful candidate will be responsible for the co-ordination of the team and will be expected to contribute to the school's development. Further details and application forms are available from the Head, Michael Best, for an interview and to visit the school prior to submitting their application. Further details available on receipt of a large S.A.E.

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Scale 2 Posts and above

CAMBRIDGESHIRE

THE NETHERHALL SCHOOL, NETHERHALL, Cambridgeshire. Required for September 1985. Scale 2 Special Needs Teacher. An exciting opportunity exists for a teacher with experience in co-ordinating and supervising the work of a team of Special Needs teachers. The successful candidate will be responsible for the co-ordination of the team and will be expected to contribute to the school's development. Further details and application forms are available from the Head, Michael Best, for an interview and to visit the school prior to submitting their application. Further details available on receipt of a large S.A.E.

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Scale 3 Posts and above

CAMBRIDGESHIRE

THE NETHERHALL SCHOOL, NETHERHALL, Cambridgeshire. Required for September 1985. Scale 3 Special Needs Teacher. An exciting opportunity exists for a teacher with experience in co-ordinating and supervising the work of a team of Special Needs teachers. The successful candidate will be responsible for the co-ordination of the team and will be expected to contribute to the school's development. Further details and application forms are available from the Head, Michael Best, for an interview and to visit the school prior to submitting their application. Further details available on receipt of a large S.A.E.

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Scale 4 Posts and above

CAMBRIDGESHIRE

THE NETHERHALL SCHOOL, NETHERHALL, Cambridgeshire. Required for September 1985. Scale 4 Special Needs Teacher. An exciting opportunity exists for a teacher with experience in co-ordinating and supervising the work of a team of Special Needs teachers. The successful candidate will be responsible for the co-ordination of the team and will be expected to contribute to the school's development. Further details and application forms are available from the Head, Michael Best, for an interview and to visit the school prior to submitting their application. Further details available on receipt of a large S.A.E.

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Scale 5 Posts and above

CAMBRIDGESHIRE

THE NETHERHALL SCHOOL, NETHERHALL, Cambridgeshire. Required for September 1985. Scale 5 Special Needs Teacher. An exciting opportunity exists for a teacher with experience in co-ordinating and supervising the work of a team of Special Needs teachers. The successful candidate will be responsible for the co-ordination of the team and will be expected to contribute to the school's development. Further details and application forms are available from the Head, Michael Best, for an interview and to visit the school prior to submitting their application. Further details available on receipt of a large S.A.E.

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Scale 6 Posts and above

CAMBRIDGESHIRE

THE NETHERHALL SCHOOL, NETHERHALL, Cambridgeshire. Required for September 1985. Scale 6 Special Needs Teacher. An exciting opportunity exists for a teacher with experience in co-ordinating and supervising the work of a team of Special Needs teachers. The successful candidate will be responsible for the co-ordination of the team and will be expected to contribute to the school's development. Further details and application forms are available from the Head, Michael Best, for an interview and to visit the school prior to submitting their application. Further details available on receipt of a large S.A.E.

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SECONDARY DEPUTY HEADSHIPS continued

BERKSHIRE

CHARTERS SCHOOL, Charters Road, Slough, Bucks. SL2 9QY. Required for September 1985. Scale 2 Deputy Head. An exciting opportunity exists for a teacher with experience in co-ordinating and supervising the work of a team of Special Needs teachers. The successful candidate will be responsible for the co-ordination of the team and will be expected to contribute to the school's development. Further details and application forms are available from the Head, Michael Best, for an interview and to visit the school prior to submitting their application. Further details available on receipt of a large S.A.E.

BUCKINGHAMSHIRE

Beaconsfield/Chiltern Area An Equal Opportunity Employer. Required for September 1985. Scale 2 Deputy Head. An exciting opportunity exists for a teacher with experience in co-ordinating and supervising the work of a team of Special Needs teachers. The successful candidate will be responsible for the co-ordination of the team and will be expected to contribute to the school's development. Further details and application forms are available from the Head, Michael Best, for an interview and to visit the school prior to submitting their application. Further details available on receipt of a large S.A.E.

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Scale 1 Posts

BUCKINGHAMSHIRE

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Beaconsfield/Chiltern Area An Equal Opportunity Employer. Required for September 1985. Scale 1 Deputy Head. An exciting opportunity exists for a teacher with experience in co-ordinating and supervising the work of a team of Special Needs teachers. The successful candidate will be responsible for the co-ordination of the team and will be expected to contribute to the school's development. Further details and application forms are available from the Head, Michael Best, for an interview and to visit the school prior to submitting their application. Further details available on receipt of a large S.A.E.

Scale 2 Posts

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EXTRA

A brave new world?

by Judith Christian-Carter

Time has an incredibly numbing effect on the brain. It seems that the idea of a common examination at 16-plus has been with us for such a long time that one easily forgets the amount of thinking, discussion, and sheer grind that has gone on over the past few years. I have to admit to a direct involvement in the home economics National Criteria - an involvement that now seems like a bad dream.

Indeed, I was naive enough to believe that, when the draft National Criteria were published in August of last year, we had arrived at the end of phase one and were ready to begin phase two - the really exciting and challenging stage of putting the criteria into effect and, by so doing, to take home economics into the next century. But fate was to decree otherwise.

Developments since last August are now history, but they were of sufficient magnitude to warrant the direct intervention of the Secretary of State. It was, therefore, with mixed feelings that home economics and the plight of the National Criteria Working Party found themselves to be front page news in a recent issue of *The TES*. A lot of people have asked, and quite rightly, "What went wrong? Why were the home economics criteria unacceptable?"

The fundamental disagreement between the Secretary of State and the Working Party was over the interpretation of how home economics should be taught and examined at 16-plus. Unfortunately for the subject the disagreement was located in the area of content and not in the philosophical statements of how home economics should contribute to a child's education, upon which statements the draft criteria were founded.

The Draft Criteria were based on the philosophy that home economics is an excellent medium for the development of problem-solving skills, that this problem-solving approach offered a rational way to learn and implement learning skills in the form of a process, a process that is directly transferable to

many other areas of educational activity. This was the raison d'être of the Draft Criteria and, as such, it presented something of a revolution in terms of the teaching of the subject, and the way it was regarded.

Very few teachers disagree about the complexity of the content of home economics. It comprises many different aspects of study, draws its principles from many disciplines, and is now able to present itself in an educational, meaningful and assessable form. The choice that faces anyone who has arrived at this level of thinking is whether to teach and assess the entire area, or just parts of it. Rightly, the Working Party realized that, as the emphasis should shift, and in some schools had shifted, to process, as opposed to content, it was no longer desirable or practical to cover all aspects (family, home, food, and textiles) in one short course of, effectively, five terms' duration. Considerations such as career choice, ability range, time available, resources, and staffing, all played a major part in this decision.

This was not, as some people may have thought, an attempt to maintain the status quo. It is important for all practitioners that curriculum reform should not be taken too quickly, but the current emphasis on particular aspects of home economics is educationally sound and healthy for the subject. In order for a pupil to learn and develop logical decision-making skills, and for teachers to create an appropriate environment for such skills, especially at this level of study, emphasis is best placed on one main area of home economics. With GCSE we will be dealing, in theory, with the top 40 per cent of the ability range. To expect such pupils to attempt to solve problems by applying knowledge from all four aspects is totally unreasonable.

What they did say was that the integration should be achieved through process and not content. In this respect, the subject was not alone, as a cursory glance at the criteria for other subjects will

indicate. Furthermore, the key aspects of the family (people), and the home, are the unifying forces. It is well nigh impossible, and undesirable, to study food and textiles without making reference to these two aspects.

In fact, the very mention of the word "textiles" is fraught with problems, not least of which is the argument that this aspect is cramped if regarded purely from a home perspective. If textiles is to survive as a subject in its own right, and I know of few people who can argue convincingly that it shouldn't, then it needs all the space and time that it can acquire. I have heard so often that we should not make comparisons with other subject areas. As I have not yet been given a good reason why not, I ask what is so different about science (biology, chemistry and physics) and CDT (design, technology, graphics)? No one has told me, and I believe that they can't, for the very reason that there is very little educational difference between the position of these subjects and that of home economics. Politically, though, it would seem to be quite a different matter, with the "powers-that-be" trying to decree that while it is quite acceptable for a school to offer several courses under the science and CDT banner, with the consequent need for adequate provision of both staff and resources, it is not expedient to do the same for home economics. Of course, what is in the best interests of pupils appears not to be of paramount importance. What a sorry state education is getting itself into.

As an educationalist I find myself asking why there is pressure to "integrate" all four aspects of home economics. Is the Secretary of State using the word integration in the same way that the National Criteria Working Party was using it? Integration, from a content stance, means doing a little of a lot - a "rag-bag" approach - an approach that colleagues concerned with other subjects. The Draft Criteria advocated an integrated process approach to the subject, so where is the problem? The problem is that the Draft Criteria did not communicate

effectively to certain people, although thousands of teachers didn't seem to have any problem in understanding what was wanted.

The end result of this episode of *Yes Minister* is that we are now left with criteria that require pupils to integrate certain common themes such as human development, health, efficiency, values, and aesthetics into a common element which must be taught as part of, or alongside, a main study, such as food, textiles, home and family. On the face of it there may appear to be little change. But don't be deceived. What is taught has to be assessed, and that is where the main challenge lies. It is possible to teach and assess syllabuses developed under such criteria, but is it in the best interests of our pupils and the subject? I still think not. However, at least a compromise has been reached and it will be ex-

tremely interesting to view what happens over the next few years when the first syllabuses are agreed and put into use.

In any free society it is desirable to meet the needs of various groups of people. There will be those who wish to teach integrated courses and, provided these accord with the National Criteria, they should be allowed to do so. After all, as I have been told, the Draft Criteria allowed for the breadth of syllabus provision, but I fear that such a breadth, for a number of reasons, was deemed not to be politically desirable. What is that saying? If you don't laugh...

The author is head of home economics and textiles at Theale Green School, Berkshire.



Cardiff goes to work

by Iola Smith

Liaison between the university and schools continues when the department's own B.Ed. students embark on 15 weeks of teaching practice. This course, like the B.Sc. offered by the department, reflects the increasingly scientific slant of home economics.

Schools' curricula, especially the Nuffield course, are also emphasizing the experimental approach. "This is often well taught," insists departmental education tutor, Jane Jenkins. "For example, some secondary schools teach nutrition, health and safety through dramatic role play."

As well as education studies, the Cardiff B.Ed. course includes energy studies, ergonomics, microbiology, nutrition, environmental physics, design and computer studies. The social aspect of the subject is also covered, with courses offered in housing, interior design, economics and finance, sociology and family consumer studies. Teaching method and classroom management in food science or textiles is included. The course is also available in Welsh for students wishing to teach

in Welsh medium schools. Practising teachers with a Certificate of Education in home economics may, after part-time study, upgrade their qualification to a B.Ed. in the department, providing they have taught for a minimum of three years.

Not all students, however, enter teaching via the B.Ed. Thirty students each year enrol on the B.Sc. course, and about 15 of these subsequently undertake PGCE. The B.Sc. approach is wholly scientific, involving analysis of domestic appliance manufacture, biochemistry and physiology, investigation of world food problems and health legislation in addition to the courses undertaken by the B.Ed. students. Students are encouraged to look at the familiar in a new way, and this is reflected in the careers chosen by some B.Sc. students. Most obtain jobs which involve their course work, but the options range from retail, through advertising and cookery book publishing, to food research and kitchen design.

All students complete a 12,000 word research project, and the topics chosen

illustrate the subject's increasingly broad base. Projects on soil cooling, aids for the disabled, the effect of diet on heart disease and a survey of prison diets have been recently completed. Some take a more off beat approach, such as analysing the difference in behaviour between men and women in the kitchen. It was found that women are more energy conscious than men.

The sex difference is also apparent in the department. There are no males on the B.Ed. course, but one man has enrolled on the B.Sc. course, out of a student population of 155. However, Ann Rees envisages that the ratio will balance out in future. This is already happening in the United States where a large number of men are studying home economics.

Increasingly, Ann Rees sees home economists' function as liaising between consumers and industry. "Advising engineers on product development will become a major application of the subject. On the textile front, for example, reliable statistics on the flammability of new fabrics are essential. In kitchen design, very few appliances are made for single people or the elderly. Engineers continue to devise for the 'average' family and in so doing they ignore a large proportion of the population. Home economists can encourage industry to create what people want, not what engineers think they need."

Go through your wardrobe



The author is head of home economics and textiles at Theale Green School, Berkshire.



War-worn

Demonstrations of war-time cookery and a show of war-time fashions staged by the London College of Fashion are among the varied programme of events during a 12-day festival at the Imperial War Museum starting on May 4 to mark the 40th anniversary of V-E Day.

In addition there will be several film sessions, including documentaries on World War II and war-time Britain, as well as slide and film presentations on the museum's extensive photographic collection and sound archives. An exhibition, "When they sound the all clear", on the last weeks of the War in Europe and how Britain adjusted to peace, will run throughout 1984.

Admission to most sessions, to be held afternoons and evenings, is free but there is a charge for concerts and plays. Full details from the Imperial War Museum, Lambeth Road, London SE1 6HZ. A free quiz sheet has been prepared for schools.

The author is head of home economics and textiles at Theale Green School, Berkshire.

The sum of the whole

by Jane Hoare

Working Party members themselves, surpassed expectation, and surprised even those in high places. This can only have given more confidence and spirit to those seeking to reverse the Secretary of State's decision. Few and far between were the voices of dissent. Keith's sentiment that home economics should be an integrated course culminating in a GCSE in one subject with one or two specialist areas. But the debate, or perhaps it should be referred to as a battle, raged behind closed doors. There was no platform for discussion between teachers, since the only information available was secondhand, passed down the line unofficially from subject committee meetings or such gatherings. The opposing point of view nothing either official or unofficial has been heard of.

During the last stages of the negotiations, feelings were running very high among the home economics fraternity. The Working Party was labouring on borrowed time, to work out some package which would be acceptable to the DES, so that home economics could maintain its National Criteria status with other National Criteria subjects. It was the status quo they were arguing for, and many teachers felt they had grasped at all that was left of the Draft Criteria. And, indeed, accepted, things would have been the same again. The Draft Criteria were significant because they changed the emphasis of the objectives, as currently examined from prescriptive and results, and recall of knowledge to the way in which a subject is addressed in the curriculum. It was the action and

of its component parts" (as did also HM Inspectorate, the National Association of Inspectors and Educational Advisers and ATDS (now NATHE)), the working party produced Draft Criteria for home economics, which covered each of the four aspects of the subject. The consultation was over, the Draft Criteria dispatched to every secondary school in the land, and silence descended on the matter. Many teachers gave the document a cursory look, and then settled back to await their confirmation.

The letter from the Secretary of State for Education and Science to Sir Wilfred Cookson, dated 9.8.84 will go down in the history of home economics, not because many knew of it, but because it said "No" to the Recommended 16-plus National Criteria for Home Economics. Within this letter came the bombshell: "We consider that GCSE courses in home economics should cover the four areas of the family, the home, food and textiles and the interrelationship between them, not just one or more of these areas." This astounding, and to the few, reassuring information began to filter through as this last school year drew to a close. Those who do not make The TES an essential part of their holiday reading may still be unaware of either the rejection or the ensuing saga.

The immense amount of activity generated by examination boards to get their home economics committees humming with this dilemma early in September, when the new academic year was just getting under way, was interesting and inevitable. After all, theirs was a vested interest with syllabuses and papers, based on the now albeit rejected criteria, already circulating in schools.

The extent of the reaction generated by examination boards in the

One of the factors involved in the initial debate to change the system of examining at 16-plus was the notion of curtailing the enormous number of examinations being sat by children every summer from March until early July, thus effectively disrupting schools for one third of the academic year.

From the outset the Joint National Council's working party for home economics chose to ignore this notion, and they have consistently advocated examinations covering four aspects of home economics. The only part of the whole, Criteria - exercise which was consultative and involved teachers, was the first poor draft which was accompanied by the questionnaire. Comments were invited on the four proposed areas of the subject.

Although at the time the Schools Council's home economics subject committee stated its belief that the study of home economics as an interrelated whole outweighed the value

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HOME ECONOMICS

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Take heart at home

Julie French on the image of the home economist

"You're a home economist, will you wash my shirt?" was a common plea during undergraduate days from fellow students newly released from their mothers' apron strings. "I'm a home economist. I prepare the labels so that idiots like you can wash your own shirts" was the reply which soon came from the lips of any home economist worth her salt.

I clearly remember the time, during a civil engineering practical, when we second-year home economists set off around a construction site decked out in yellow wellies and bright orange safety hats; the foreman was more interested in showing us where the tea was brewed than explaining the technical details covered by the syllabus (perhaps that was more important to him).

There was the time in the materials testing laboratory where the compaction of concrete was compared to the making of cakes. Obviously the thoughtful lecturer was trying to put things into "our language" but it all seemed a bit unnecessary to a group of students with a minimum of three C grades at A level.

It became painfully clear during undergraduate days that as home economists we would have to fight for our status. There we were, struggling with, among other concepts, Krebs cycle, bending moments, diagrams and economic principles, yet as a department we were individuals we had the image of good cooks who wore nice frocks and were a dab hand with a darning needle.

To provide a little "meat" for this article I gathered together several of my copies of '78 vintage from Surrey University, and, over a low glasses of Cile de Jeune, we discussed the question of image. From the conversation it appeared that our postgraduate experiences have led us to believe that there are two main reasons for the totally practical image and present low status of home economics.

The first relates to the origins of the subject. Home economics in schools has grown out of that long established and very traditional domestic science - cookery. This was often dished up to the less able pupils (invariably girls!) who "couldn't cope" with the more "academic" subjects, but could work wonders with a piping bag and bowl of apple jelly. Home economics in a growing number of schools, particularly at A level, are unquestionably at degree level, bear little or no resemblance to the old cookery lessons, yet in terms of public image the two are often tarred with the same pastry brush.

The second reason for the subject's low status could relate to the name. In a society where housework and home-related activities aren't given the credit they deserve, and indeed receive no economic rewards, a course which has its very essence the home and family is not likely to be credited with high status.

Perhaps a third, and less obvious reason why home economics still has the "cookery" image is that many trained practitioners who move out of the traditional food-related areas become "closer" home economists and trade under different banners. In our small group we had two marketing executives, one trading standards officer and one strategic planner! There's quite a story behind this last. "As a fresh-faced graduate, I was 'applied' for a job with a prestigious company. The potential employer, I'm sure, had her application form, though she was an economist and was so impressed at the interview that she landed the job. Seven years on she's doing remarkably well, which shows that the potential is there.

The message is - take heart, home economists! I am, by nature an optimist, but I truly believe that the time is just approaching when we can come out of the closet and receive the academic and public recognition we deserve. Our profession has made tremendous advances in the last decades and we're being before people realize that home economists aren't

just the icing on the cake. We make the cake, we develop and test the recipe, we market the product, and play a vital role in designing the appliances and kitchen that it's cooked in. Most important of all is the vital part that we play in directing the psychological and physiological development of those who eat it.

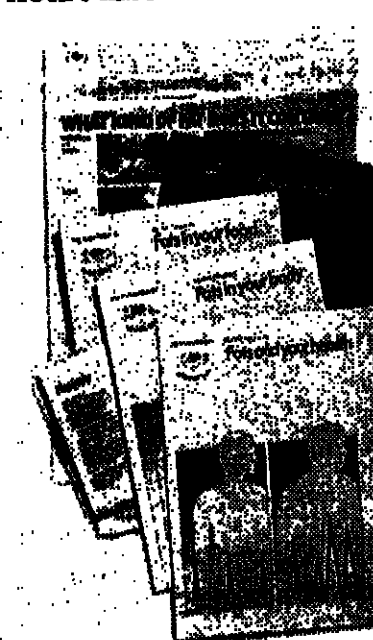
I know that I am not alone in thinking that home economics is the applied science of the 1990s, and I for one feel very excited at the prospect of being involved. So in the meantime, will people please stop feeling embarrassed about inviting me to dinner just because I'm a home economist. It makes it doubly difficult when I invite them back and they find that, although I'm a home economist, I really can't cook!

The old image

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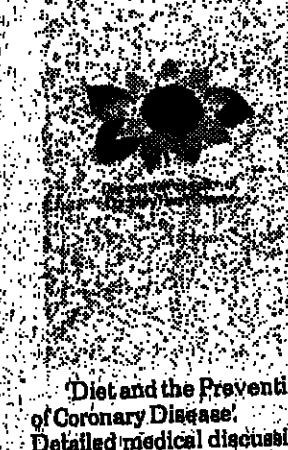


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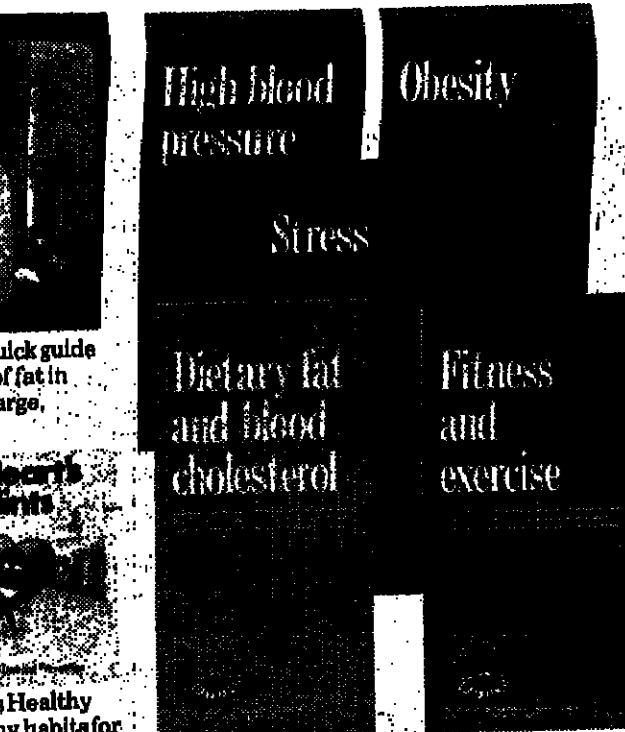
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How do you know what children are learning?

I all assessment

Chris Cumming, Rita Foley, Allison Long and Eileen Turner on assessment research in home economics

...are in the process of their kitchens to occupy positions of status above stairs. In line with, and arguably in the vanguard of, curricular movements to put processes at the heart of teaching, home economics teachers are throwing off their associations with symmetrical scores and choice checklists. Instead, they are delving into the realms of decision-making in the home, of understanding relationships in the family and of consumer issues. They are exploring, in their teaching, the underlying processes of new styled "domains": health, materials and resources, individuals and families. It was as an outcome of the thinking of a working party of teachers and other educationists and of the real experiences of pilot schools that the three "domains" in home economics were identified. As with other subjects in the 14-16 years curriculum in Scotland, the "what?" and "how?" of assessment have been viewed as all-but intractable issues, given the requirement to assess all

pupils. The official Scottish Examination Board responses, as they emerged in 1984, are in terms of broad processes, for example, handling information (the what?) and establishing grade-related criteria (the how?). At the outset of the research in 1982, teachers of home economics were just beginning to anticipate that the curriculum developments on the horizon also brought, in their train, the need for new forms of assessment. In little more than two years some teachers have taken strides away from "marking" Victoria sponges that the success of a lesson is just as likely to be judged by the quality of a pupil discussion on the role of the father in

carrying for a young baby as by an evaluation of a partially completed garment.

The revolution in home economics brings with it fairly challenging issues. For those teachers of the subject who have already in their careers digested three changes of name - homecraft, domestic science and home economics - the extension of the territory of their subject is daunting enough. (Which other subject has had to endure such re-labelling?) How are they to assess new processes such as "handling information"? How are they to break free of past practices of judging a pupil's performance through an end product? "Where Does The Proof Lie" is the first research report to consider the issues and problems of assessing performance in home economics. It is the result of collaboration between field professionals, teachers of home economics from about 10 schools, and a team of researchers at Moray House College of Education in Edinburgh. The team consisted of two home economics lecturers, a general subject teacher and one full time research officer who is an ex-teacher, though not of home economics.

The report breaks new ground in two ways. First, it is based on a way of doing research (action research) that is fairly new in Scotland and was altogether unfamiliar to the main participants, namely the teachers. The research team also had to learn new skills: such as how to operate as consultants, rather than as tutors or survey researchers. At the beginning we had the feeling that teachers were waiting for us to perform an experiment. Research in education is widely held by teachers to be an activity of variable worth, carried out by teachers (or their pupils) by some other group of professionals. The outcome of this kind of research is usually a report, surrounded by a wizardry of statistics. The main aim of action research is to change how teachers actually practice their profession. It is a process, not a product. It is a way of thinking and acting, not a set of rules to be followed.

to be consulted, to support, and to catalyse change where necessary, and to document the process of professional development. One study, reported in "Where Does The Proof Lie?", gives the essential flavour of action research.

The research team tried to help a teacher with the familiar problem of assessing a class practical in home economics. (Can you imagine oven watching 20 pairs of hands performing as many as 15 tasks, as part of the making of a dish, far less assessing those pupils fairly?) Somehow our approach failed. Rather than persist with the same problem in another school the teacher was invited to try out "peer assessment". (This involves one pupil acting as a "judge" of a fellow pupil's performance.) The teacher became thoroughly involved with the research and took the lead in designing the exercise. Her own evaluation of it is illuminating, for it showed how much she had done the mantle of action-researcher. She summed up by stating that she would not use peer assessment in exactly the same way again. She could see the faults. She would discuss how to use peer assessment with her colleagues.

The second piece of new ground broken by the research team is to provide evidence of how and what to assess in home economics. Of course teachers have always assessed and called it testing or examining. They have often assessed and rightly called it testing. As the report documents, the focus for assessment in home economics, in all except SCE classes, has usually been a practical activity, be it the stitching of a seam, the hand made button-hole, the Chinese chicken or the chocolate mousse. However, in the aftermath of the publication of the Dunning Report (Scottish Education Department (1977), *Assessment for All*, Edinburgh, HMSO) interest was aroused in assessment, not for its own sake, but for its purposes but as

The research took it for granted that the important ingredient in an assessment policy in a home economics department is to have valid and reliable ways of knowing how children are learning. We, therefore, side-stepped issues of formal assessment and grading. (These are among the themes of the current continuation stage of the project.) The main theme is how teachers assess the processes of home economics. Case studies showing teachers experimenting with assessment in normal lesson time are presented. Techniques of diagnosing pupil difficulties and recording skills, such as those involved in the complex process of making a dish, are documented. The new territory of home economics and its assessment is charted in a description of how a teacher changed her ideas about how child development could be taught. Involvement in the research contributed to the teacher reviewing her opinion of what was worthwhile.

Members of school management and other teachers who have not updated themselves on the going-on "below stairs" would do well to visit and observe what is happening there. They should read our book to learn about trends in home economics, an integrated subject of high social utility. It was amazingly perceptive of the Scottish Education Department, back in 1982, to fund research into what had been for researchers almost barren in home economics almost barren. We found the literature on assessment in home economics almost barren. Education on diagnostic assessment, action research in home economics seemed a similarly sterile area. *Where Does The Proof Lie?* is offered as a contribution to what the authors hope will be steadily growing reading matter written by teachers of home economics for other teachers of home economics. That, we shall count as a successful outcome of research. But first read the book!

Chris Cumming, Rita Foley, Allison Long and Eileen Turner are members of an inter-departmental research team based in Moray House College of Education in Edinburgh. The outcome of phase one of their research, into assessment in home economics is published in *Where Does The Proof Lie?*, obtainable from the College price £5 incl postage. The research now in its second phase is funded by the Scottish Education Department.



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2 (section 1)
Marketing and buying potatoes
Shopper's needs and retailers' aims
Promotion and public relations
Buying potatoes
The needs of the household

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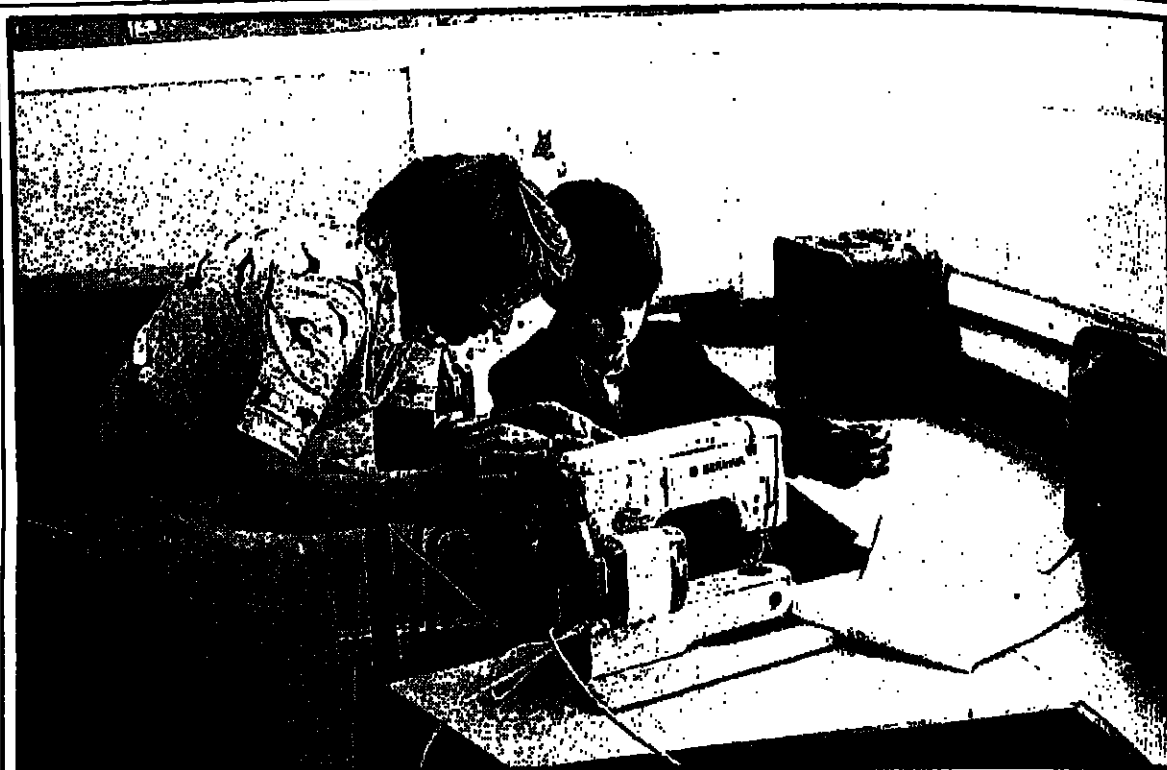
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Pattern pieces

Machine Dressmaking. By Brenda Redmill.
Batsford £8.95 0 7134 3860 6 £4.95 0 7134 3861 4

Young Dressmaker. By Margaret J. Metcalf.
Batsford £6.95 0 7134 0584 8
Metric Pattern Cutting for Children's Wear. By Winifred Aldrich.
Collins £9.95 0 00 383115 9
Pattern Cutting for Beginners. By Pamela Lee and Rozanna Hawkesley.
Granada £6.95 0 246 12368 0

The attractive covers on these four books are no guarantee of the quality of the contents.

Machine Dressmaking, a 'home-made' image, which one of the authors specifically aims to avoid, as Machine Dressmaking was intended to show how the use of industrial methods on a domestic machine could be used to achieve a "manufactured", rather than home-made look.

Young Dressmaker, written by a retired teacher, was devised to provide a library of pattern diagrams for all girls who love to have lots of new clothes but who cannot afford to buy them ready-made. What about boys? Both books might appeal to a narrow range of suburban, white, middle-class readers, but take no account of the taste of the many young people of both sexes who live in inner cities, are working class, or come from non-white cultures, who might have found some of the information quite useful.

The dowdy impression given in both books comes from the use of uninspiring styles and a generally poor standard of illustration. The drawings in

Young Dressmaker show poor attention to detail, such as openings which fasten in the wrong direction, or pleats which look more like gathers, so that they look amateur and inaccurate. Machine Dressmaking uses better drawings, but includes some poor quality "family album" type photographs which detract from the processes being demonstrated. The author would have done better to keep to the more effective close-ups of garment sections. The illustrations have no captions, and are frequently difficult to relate to the text they should be accompanying. References to machine parts and their function would be easier to grasp if there were a labelled diagram to which the learner could refer, such as those used in most machine manuals. Equally, a chart to compare stitch size code numbers on different machines would have been helpful, in the same way that knitting books give equivalent needle and yarn sizes. One hopes that this author's dismissive statement that picture embroidery has a "limited use in dressmaking" will not deter readers from exploring a further exciting way of using sewing machines in fashion.

The general advice given in both books is easy to understand, but the instructions would be easier to follow if they were presented in numbered sequences. Margaret Hoofield gives no information about seam allowances, and is inconsistent about showing "Straight Grain" markings on the pattern diagrams.

The remaining two books are aimed at students and designer/dressmakers who wish to achieve a professional standard of cut for their designs.

The authors, all experienced designers and lecturers, have succeeded in producing the same high standard seen in their earlier publications. However, it is unfortunate that the type used in the reduced format of Winifred Aldrich's book is not very pleasant to read. In some cases diagrams have been printed sideways on the page, making it difficult to use them properly with their accompanying instructions. Apart from that, the book has topical and well drawn examples of styles, instructions are clearly written and illustrated, and there are good definitions and labels. Each section includes helpful introductory comments about points which might otherwise be overlooked by the reader, such as information about allowing ease, or about the position of centre markings on overlapped areas.

The best of these four books is Pattern Cutting for Beginners, which is consistently good throughout, with a pleasing balance between presenting a wide range of original and well-drawn design ideas and clear working instructions. The progression from general to technical information is well developed, and the authors, like Winifred Aldrich, do not take the reader's knowledge for granted, but also include sensible advice and warnings of potential problems where necessary.

It would have been nice if the trouser section had been more informative, and if the sleeve section had included working examples of the "all-in-one" as well as the "set-in" group. However, these minor points apart, this book is excellent value, both for students and for home dressmakers.

Susi Rice

Food facts

Immigrant Foods. By S P Tan, R W Westlock and D H Bus.
HMSO £4.50, 0 11 242717 0

As there is widespread ignorance concerning both immigrant diets and their food value in the UK this book should become an important reference source for teachers of home economics, dietitians and researchers alike. Immigrant Foods is the second in a series of supplement to the well known textbook The Composition of Food. Until now, the foods included have been largely those traditionally eaten in this country. This book however, now includes information on the nutritional value of foods eaten by ethnic groups, particularly those from the Indian sub-continent, the Caribbean and Hong Kong.

Immigrant Foods contains information on some 357 commonly used cooked and raw foods and mixed dishes in Asian, West Indian, and Chinese diets. The energy content (in calories and joules), the fat, protein, carbohydrate, fibre and vitamins

maximum information.

There is an appendix giving recipes for some 34 assorted dishes from the above mentioned diets. This information should therefore be of valuable assistance to the home economics teacher in implementing the dietary guidelines laid down in the NACNE report and for those pupils who hope to take A level home economics who are required to assess nutritional value of the foods which they are asked to prepare. So many of these pupils would prefer to cook their own traditional dishes, but were until now hampered by lack of information on the nutritional content of such foods.

Nutritious packed lunches for children. By Janet Ford. Edited by Judith Bayler.
John Goodchild £1.95 0 903445 74 3

Changes in legislation now mean that the education authorities are no longer obliged to provide school children with a 'midday meal', except in special circumstances. In many schools, the traditional school lunch has been replaced by a canteen service this

leaving choice of food up to the individual, and although this food may include a variety of nutritious combinations, the child does not always choose a sensible meal and this has led to some concern on the part of the parents.

While this small book was written with the parent in mind, I feel it would be an asset to any home economics department as it offers some good nutritional advice in an easy to understand way, especially for children lower down the secondary school. The usual nutritional information is offered with emphasis on why breakfast is important (so many children come to school without eating anything).

The recipe section gives ideas for nutritious packed lunches. A pity crisps were included in one of the suggested menus, though. Many foods other than those traditionally eaten in the UK are included, for example red lentil spread, cheese kebabs, chick peas spread. Children with different needs are also dealt with - the diabetic, the overweight child and those restricted by religious beliefs.

Molly Butler

How-why-and-when

Explaining Home Economics. By Margaret and Philip Barlow.
Macmillan Education £3.95 0 333 28294 4

Over the past four years or so we have seen an increase in the publication of books on various aspects of home economics. Finding out About Food, All about Food, and the extensively revised edition of The How and Why of Cooking to name but a few have all helped teacher and pupil alike to examine the subject in a more enlightened and interesting way than has previously been possible. Explaining Home Economics continues in this vein. As the author of this book, so rightly explains "home economics is a very wide subject and without some knowledge of science many aspects are difficult to understand and impossible to explain". This book is aimed at CSE, O level and 16-plus pupils and is quite a useful addition to the bookshelf as it sets out to explain scientific aspects of the subject as required by the various examining boards, using language which should be comprehensible to anyone undertaking these examinations.

The authors recognize the constraints imposed by the lack of time available to confirm scientific theories with experimental work and have therefore set out to write a factual how-why-and-when book intended to encourage the reader to think scientifically and apply theory to practice. A useful section at the end of chapter one is the inclusion of some simple scientific tests, to determine the presence of various nutrients in food which are both beneficial and fun to carry out. The question of digestion and absorption, which often gives cause for concern, is dealt with as an easy to read chart, although the omission of the words "colon" and "illum" when referring to the large and small intestines respectively was a pity as pupils of O level standard are expected to know these terms.

The misuse of the word "diet" is explored and the reader is encouraged to assess his or her own particular eating habits and energy requirements without getting too bogged down with calorie charts. People with special

needs are also dealt with adequately. So often the question of heat transfer, once it is dealt with in an abstract way and is thus difficult for the pupils, particularly the less able ones, to comprehend. The use of explanatory words to enforce the scientific term is helpful and should lead to a clearer understanding of the whole process.

The chapter on equipment deals with the usual small appliances including the relatively new food processor, but goes a step further by asking such leading questions as, is the piece of equipment easy to clean? Is it a fashionable fad or will it give long and useful service? Can it perform tasks better than any other method? and many more along these lines. This encourages the reader to think and assess the relative suitability of the appliance for a particular task. Questions and activities are set throughout the book and are intended to test understanding and increase awareness after each chapter and the reader is constantly called upon to make decisions and choices.

Molly Butler

'Self' theme

Home Economics and You. By Geraldine Hutchinson.
Blackie £2.75 including Teachers' Notes. 0 216 91663 1

This book, the first in a series of three (complete 1986), aims to teach learning skills. Facts and information are not to the fore.

An attractive glossy cover encloses 64 illustrated pages divided into 20 topics mainly titled according to the skill they address. The pupils are first asked to investigate themselves - their height, weight, colour etc., and their "qualities". An interview is conducted by the partner using a semi-structured questionnaire. This "self" theme is followed up in "Organising (your) Time, Following (your) Instructions" etc.

Skills, once developed, appear in later topics. Some ideas have one topic for full presentation, others span two or three. Knowing your environment begins with a kitchen "search" for specialized tools needed for some cookery, and in the home environment

pupils "search" for some local amenities.

Later topics do become more factual: simple concepts on cell structure, and the slow heating of potatoes for instance, are included in "Investigating a Vegetable" and "Time and Temperature". Such information will be needed to build up the framework of understanding for pupils if they are to develop skills of independent problem-solving and decision making.

Future editions would be enhanced by some correction in the section on heat and temperature, and by the inclusion of a simple theory to help pupils to answer some of the questions posed on cookery processes.

The topic approach reduces the need for the traditional wide content coverage. The difficult area of nutrition has been delayed for a later volume. The cookery is limited to that needed to demonstrate, for example Weighing and Measuring. It is a pity that there isn't some freedom of choice or serving style for the given recipes - melon boats, baked apples etc - to accommodate a non-European perspective.

There is a welcome move away from gender stereotyping. Mixed racial illustrations and a suggested strategy for self-assessment are features. And the emphasis on social and life skills is a useful perspective.

Jonny Crockett

Towards a common approach

Series Home Economics By Ann Nield & Zan Hammond.
Lutterworth £5.00 85097 603 0.
Why We Need Food: Nutrition Explained. Why Our Food Comes From: Commodities Explained. Both by V Slaughter and M E Kirby.
Edward Arnold £2.25 each 0 7131 0953 X and 0952 1

Recently published books for the 16+ age are bound to be scrutinized in the light of the GCSE criteria. The GCSE syllabuses will be more standardized than their predecessors, and directed differently in that independent problem-solving and decision making will be a focus. New syllabuses, while varying in the main study, are to have an integrated approach in the common themes. Learning in this style will come only if the principles and concepts are apparent and organized to show application. None of these three books meets this GCSE need and all are essentially background texts, lacking the education technology to bring these aims about.

The authors of *Revised Home Economics* must be congratulated on the production of the most comprehensive review of the subject as it stood in the syllabuses of 1984. I suspect that the title is a euphemism as apart from some useful questions from past papers, there are no revision strategies; eg re-classification and information control, question planning techniques etc. It is really a textbook, and indeed the format - mainly lists of points with appropriate, good illustrations - could be used by both pupil and teacher for checking after lessons. There is useful information in the social and consumer areas. Dietary goals information is included in the nutrition but does not integrate conceptually with the meal planning and cookery.

The two small Arnold books cover similar material in a similar way to the Lutterworth. The content is sometimes O level in standard but the presentation is less difficult. *Commodities* covers a list of 10 foodstuffs concentrating on multiple animal foods, fats and sugar all of which are useful. But fruits and vegetables and made-up and convenience foods, and the legislation governing the latter, are omitted. Knowledge of these is of great nutritional importance. The 13 chapters in the *Nutrition* book are traditional - "Protein", "Energy", "Nutrition" - and while "Energy" and "Nutrition" is included there is still reference to "Calories" (NACNE) ideas of meal balance. There is no applied nutrition (cookery) and no reflection of a multi-racial Britain.

J.C.

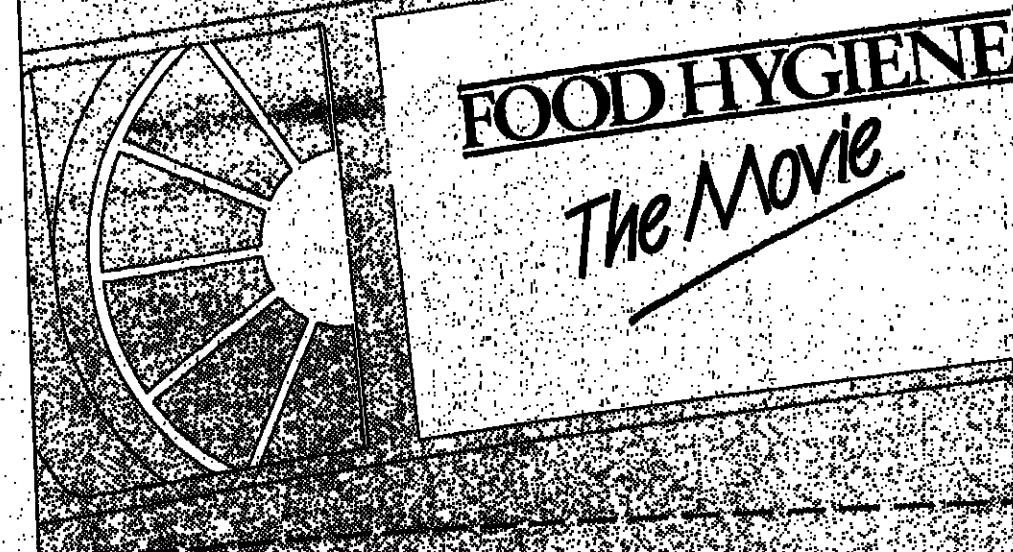
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Take the initiative

F Hadley and E Paulson Box on wider horizons

In the continuing debate about the place of home economics and its associated subjects (for example, PSE, health education, child care) in the secondary school curriculum, we would argue for home economics teachers to be the team leaders in this crucial area of education. This suggestion appears not to be considered by academic curriculum planners, who are unaware of the breadth of the subject, and the expertise and ability of home economics teachers.

The arguments for its inclusion in the curriculum have been postulated time and again and repetition is not appropriate in this article. We would encourage home economics teachers to recognize the full potential of the wider subject area and to provide leadership. At the moment, home economics seems to be in danger of being fragmented by the policies of these inset curriculum planners.

One has only to examine other curricular initiatives to identify with ease areas which have been traditionally perceived as home economics. It is not enough to sit back in amazement and allow the province of home economics to be alienated and subsumed by further ill-conceived strategies.

Home economics at all levels must respond to the challenge and take an active rather than passive role in school curriculum planning. As part of this initiative teachers need to appraise home economics and its contribution to life in the real world as perceived by the pupils instead of solely by the teachers. Gardiner states that the teacher should question curriculum content, asking "what can we offer that isn't condescending, inappropriate, unaffordable and which is helpful and even enriching?" (Gardiner 1984). The home economics teacher is easily able to answer the question.

Practising home economics teachers can draw on a wealth of experience to aid their curriculum planning and fit them more than adequately for this challenge. New teachers are more vulnerable and, therefore, need to be provided with the appropriate tools to enable them to perceive and argue cogently for the rightful place of home economics in the curriculum. It is against this background, together with the plethora of publications emanating from the DES, that we provide with ideas for reflection when planning the main route by which teachers

are vocationally prepared in this department, through the honours B.Ed. degree.

It would be inappropriate to formulate a teaching degree proposal without first considering the end-users of the product, namely the pupils in the school. Minimal home economics teaching in the first three years of the secondary school, a product of unsubstantiated planning, must equip pupils to cope effectively with life and living. In our course, home economics aims to develop in young people a sense of responsibility towards themselves, the family and society, and to provide experiences which pupils can relate directly to their own lives. These considerations provided the impetus for a fundamental change in our ideology of home economics. Home economics is now perceived as a study of the family and the social, economic, aesthetic and cultural framework in which families operate. It includes study and evaluation of the family environment from scientific and technological viewpoints and the skills concerned with the management of family life. It involves management of human and physical resources, decision-making, whether by objective or subjective means, and fundamental practical skills.

This ideology is translated into a framework of five modules, namely the family, management of resources, health, recreation and creativity and the school setting. In the first year, the focus is on the individual. In year two, the family members become the focus while, in year three, the community and society form the major considerations. It is hoped that this structure actively encourages a move away from the stereotypical image of the cookery and needlework teacher to the generic home economics teacher who is able to perceive the true nature and status of the subject in the whole curriculum and who can evaluate its many facets.

Alongside this three-year development is a vocational programme which emphasizes pupils, schools, teaching and the teacher, because success is not only evaluated by theoretical examination but also by critical practice and development of professional competence. This added dimension to the framework is put into action in the fifth module, where Home Economics is analysed and examined in the school setting. Practising teachers are involved, to enable students to engage in

a two-way exchange of ideas.

In order to provide an atmosphere for critical appraisal of theory and practice and to provide the impetus for future professional renewal, the major focus in the fourth year of the honours degree programme is on research. The research projects may be student initiated and/or extension of current research undertaken by the tutors. Commitment to research cannot be solely the responsibility of undergraduates but must take place within the active research atmosphere within the department.

While recognizing that this course is not the complete answer, we are confident that it provides one solution, equipping future teachers to be competent and confident of their role and status as home economics teachers. Innovation these days has not only to come about as a result of purposeful reflection but also as a response to the needs of the consumer. If teachers were able to perceive their initiatives as "products", themselves as "manufacturers" and their pupils, their clients and their pupils and their pupils as "consumers" and their pupils as "leagues" to employ the techniques of successful marketing to "sell" their notions, there would be a vitality in curriculum development hitherto unknown.

While recognizing that the alternative route to a teaching career is through the acquisition of a related degree and a postgraduate certificate in education, the B.Ed. provides the more obvious route for the student who is firmly committed to teaching. The B.Ed. course enables the prospective teacher to appraise vocational experiences in an informed manner. These will be the progressive, competent and enlightened teachers who have vigorously examined pupils, schools, society and subject content and who will be at the vanguard of future curriculum development and planning, able not only to participate in initiatives but also to initiate curriculum development to promote the desired status of home economics.

Those pupils, students and teachers, regardless of sex, who feel able to take up the challenge propounded in this article should contact us immediately.

Mrs F Hadley and Mrs E Paulson Box, lecturers in home economics at Bath Polytechnic.

Time for a change of name?

by Gillian Campbell

Name changes in the field of home economics are not new. History can provide examples of several which demonstrate the evolution of the subject. The process of development is continuous and is being reflected in the wide range of courses on offer, the diverse careers that home economists pursue and the increasing variety of titles applied to courses which would traditionally have been regarded as home economics.

I would suggest that these developments are positive, healthy and desirable indicators of a progressive and dynamic profession seeking to meet the challenges and opportunities of the future. As a profession we must be prepared to change to meet the changing needs of society and most significantly we must be perceived to have changed by others outside the profession.

The title of a course of study or a qualification has an important role in image creation and attitude formation. Where course philosophy, aims, and content was considered to be right, but perceived image and attitude to be wrong, serious consideration had to be given to a change of name.

Currently, the Queen's College, Glasgow offers a three year full time BA degree in home economics. The course is validated by the Council for National Academic Awards (CNAA). Essentially, the course philosophy is the acquisition and management of resources so that individuals, families and commercial organizations can operate more efficiently, achieve their respective goals more readily and derive increased levels of satisfaction from effective management of available resources. While the scale of resource management affecting the individual, the family or the commercial enterprise may vary considerably, many resources (for example, people, time, energy, space, money) and management principles are equally relevant and applicable to each.

Thus the course is concerned with providing students with a sound understanding of the availability and utilization of the basic resources mentioned above, and of the selected resources of food, materials (including textiles) and products and services (including housing). Students also acquire a sound understanding of, and skills in, management, communication and analytical techniques.

In a rapidly changing environment, to have optimum effect, graduates must be active rather than reactive. By being flexible, adaptable and outward looking they will acquire the attitudes and modes of behaviour necessary to bring about desired change. To achieve this and to ensure course aims and content continue to be relevant, students undertake community and industry based projects in years two and three respectively. Between year two and three students are asked to undertake a period of work experience. In addition, international student exchange programmes broaden and enrich the undergraduates' educational experience. For example, in 1985, the course committee proposes that two undergraduates will undertake a term's study - the fall semester at Iowa State University.

The value of home economics is that it is a study of both social and commercial issues. By focusing on the family or household and the wider social and economic environment of commerce, students acquire an understanding of the inter-relationship of both. Neither exists in isolation. The family is the consumer, dependent on the ability of industry and commerce to manage their resources. In turn, industry and commerce are the producers, motivated by the demands of families and households.

The ordinary degree provides a broad-based educational experience.

At this stage graduates are generalists rather than specialists having employment potential of value to commercial, educational and social services sectors. July 1985 will see the first output of graduates from the course. They will be seeking careers in retail management, consumer product development and testing, sales promotion and marketing, consumer liaison and advice, journalism, and as community home economists or homemakers. Several are interested in establishing their own businesses. Others are seeking specialization via post-graduate study and subsequent entry into, for example, teaching, marketing, personnel management, or via "on the job" training in graduate recruitment management training schemes. In the future an Honours year to the course will provide a further avenue of specialization. At Queen's College, Glasgow a continuing education programme of a post-graduate diploma with option to convert to a Masters degree is currently under development. This will allow post-qualification opportunities for professional refreshment, qualification enhancement and career potential development.

While these are opportunities for the future, current CNAA regulations permit the course committee to consider applications from present holders of diplomas in home economics. Thus applicants with appropriate qualifications and/or experience may be allowed direct entry into year two or year three and on successful completion of the course be awarded a BA degree.

Academic staff are also encouraged to make and sustain national and international links. The institution supports staff attendance and participation in professional meetings and conferences, and makes time and financial support available to staff undertaking research. The Queen's College, Glasgow will be hosts to the eighth Home Economics Research Conference in September 1986.

I hope it is seen that the Queen's College, Glasgow is striving to become a centre of excellence for home economics and that considerable changes have taken place in the course and among the academic staff, with resultant benefits to the graduates.

In conclusion, to return to the introductory theme, the BA in Home Economics course offered at the Queen's College, Glasgow continues to improve and evolve rapidly in content and emphasis beyond that envisaged at its inception in the early 1980s. However, an increasing body of evidence provided by careers advisers and academics shows that the title of this course is a "turn off" to potential employers, especially males, and also applicants, especially females, for adverse employers of graduates false or adverse perceptions about the course. This latter aspect was highlighted most vividly in recent surveys undertaken by final year students. When the course title was not supplied but only information on the course structure and content given, and an indication of the abilities and skills of graduates supplied, the interest expressed by prospective employers was extensive. When the course title was supplied along with the above information, the level of interest was markedly less. A decision to change the title of a course is not taken lightly but the evidence and experience at the Queen's College, Glasgow indicates that a change of title is imperative.

Gillian Campbell is a senior lectured course leader for the BA Degree in Home Economics at the Queen's College, Glasgow, 1 Park Drive, Glasgow G3 6EP. All correspondence should be addressed to her at the Queen's College.



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Most people have at least a passing interest in how our students are being schooled for the brave new world of the classroom. Many have a considerably greater vested interest, for teacher education is of concern not only to teachers, pupils and parents, but also to all responsible citizens. This article focuses on a particular course in a specific college and views it from a highly personal perspective. At the same time it raises some important general issues such as philosophy, multicultural, assessment and curriculum justification. As a professional studies lecturer, I find myself responsible each year for the subject-based studies of 20 PGCE students who come to us from a variety of undergraduate courses in home economics and textiles. These graduates have opted to take up teaching as a career in a climate where there is much controversy surrounding education. They are well versed in their own subject but have no formalized knowledge of educational theory or professional studies. They are with us for 35 weeks and, presuming that all requirements are met, are of "qualified teacher status" at the end of this time. The course contains three major elements: education, professional studies and teaching practice. Both the Autumn and the Spring terms are equally divided between teaching practice and the prescribed courses. The Summer term is spent entirely in college.

It may be a useful exercise for any home economics teacher reading this article to ask themselves how they would set about the training of new teachers in home economics. What aspects of the vast quantity of knowledge and experience needed to form a competent teacher should we emphasize? How can we be convinced that we have used the time wisely? I suggest that the first requirement for a potential teacher is to begin to grapple with the philosophy of his or her subject, its place in the curriculum and its relevance to the lives of his or her pupils. The pitfalls in doing this for home economics are legion. Are we a form of knowledge or a field of study? Do we seek a specific base for our studies, such as the sciences or the arts, or do we see it as a broad-based discipline?

Justifying a subject in our own right, rather than being divided amongst the different disciplines? How do we integrate a process-based and content-based approach to learning? What is our contribution to the core curriculum, and of course TVEI, CPVE and GCSE? For many students at the beginning of their PGCE year all these questions are at the early stages of formulation. Even experienced teachers would be unwise to say that they are totally able to articulate the complete philosophy of home economics and its place in the curriculum, yet to begin this is a vital part of any professional education. Articulation takes time, breadth of reading and the courage to make a stumbling start. All these are prerequisites for the first term of the PGCE course.

At the same time as such philosophical thoughts may be beginning to emerge from the lips of the students, the dreaded first teaching practice is looming on the horizon. Here is the harsh reality of life as it may be perceived in the nervous mind of a TP student: "evidence based" commands, faces, new rooms and equipment, delicate relationships with intimidating experienced teachers and the prospect of being visited at least once a week by a college supervisor. Of course, the reality is often a far more pleasant event, and students emerge at the end of the five weeks, more confident of their potential and more aware of their limitations. As a TP supervisor during this time I find myself assessing the students in several areas. First do they relate to the pupils with ease? Do they respect them and see them as individuals with particular needs? And if so, are they competent in their subject, able to convey it in an stimulating manner and prepared to work hard to achieve this end? Thirdly are they able to see things from the pupils' perspective, to understand why particular concepts or ideas present difficulties? Most importantly, do they have the flexibility within themselves to try out different strategies until satisfactory results are achieved? I am always struck by the strong link between satisfactory lesson content and a "discipline". Generally speaking as all teachers know, where discipline is lacking, the lesson is unproductive, there are few discipline resources and the lesson is unproductive. This reality rather than being told in one



Time for a laugh

Mission or maintenance?

Some reflections on professional studies in home economics by Bernadette Porter

advantage of home economics is that our material can be stimulating, relevant to the pupils' lives and activity-based. To fail to achieve this, at least some of the time, is to fail to realize the potential of the subject.

During the second term of the PGCE course in home economics, several issues emerge from the students' experience on TP. Many of them have now had their first major contact with the breadth of cultures to be found in our London schools, and may be anxious about their own lack of knowledge in this area. The students' instinct is to think that they should know all there is to be known about different ethnic food habits, lifestyles and child-rearing patterns. There is surely in all of us a sneaking residual feeling that the teacher should be the key to all knowledge and information. Our multicultural society is a prime example of how and why this myth must be laid to rest. We cannot be fully conversant with all cultures, but we must seek to be sensitive to the fact that there is more than one way of doing almost anything at home or at school. It seems to me that we must increasingly seek to give pupils the tools with which to make their own assessment as to the wisdom of particular courses of action, whether this judgement is concerned with length of cooking time or with the validity of particular child-rearing patterns.

Another issue which emerges for students as a result of their teaching practice is the role of assessment in school life. We are as teachers increasingly asked to make professional judgements on pupils, and indeed there is a healthy trend towards pupil self-assessment. Assessment is a complex issue, and students are always keen to have clearly defined terms. They lap up the theory of norm-referencing and criterion-referencing, but inevitably they will come to the end of the five weeks, more confident of their potential and more aware of their limitations. As a TP supervisor during this time I find myself assessing the students in several areas. First do they relate to the pupils with ease? Do they respect them and see them as individuals with particular needs? And if so, are they competent in their subject, able to convey it in an stimulating manner and prepared to work hard to achieve this end? Thirdly are they able to see things from the pupils' perspective, to understand why particular concepts or ideas present difficulties? Most importantly, do they have the flexibility within themselves to try out different strategies until satisfactory results are achieved? I am always struck by the strong link between satisfactory lesson content and a "discipline". Generally speaking as all teachers know, where discipline is lacking, the lesson is unproductive, there are few discipline resources and the lesson is unproductive. This reality rather than being told in one

Final teaching practice during February and March shows the students to be older and wiser on many levels. They are better prepared before the practice begins, because they are no longer mystified by the steps which need to be taken before commencing a lesson. They are more confident at this stage - philo-

sophical as well as practical. It is the students who have no questions who fill me with anxiety. We are inviting them to take part in a world where pupils' minds and attitudes are being formed, for better or worse, by what happens in the classroom. Good students will constantly be questioning how they might most effectively lead their pupils into a positive experience of learning in a particular home economics lesson. They become fascinated by educational aims and objectives. They exchange experiences and ideas amongst themselves with an enthusiasm of teaching course to be so daunting, but the questions of "how" and "why" predominate. Home economics has a particular responsibility to answer such questions. If we are, broadly speaking, talking about the development of life skills, then any material which is seen by the pupils to be "boring" or irrelevant is probably being mismanaged.

The final term of the home economics professional studies component of the PGCE course is designed to be forward-looking in its content. A wide variety of subjects is studied: mixed ability teaching, special needs, life skills, health education, pastoral care, computers in home economics, use of specialized equipment, curriculum development and syllabus planning, to name but a few. Although this is the case, the extension of work experience schemes, practical initiatives in collaboration with local employers, residential experiences, more appropriate methods of assessing and recording children's attainment. The DES allocated 16 L.E.A.s some two million pounds for projects designed to provide more effective education for lower attaining pupils. The MSC envisaged 16 L.E.A.s to provide broad based programmes with a technical, vocational and general educational focus for young people from a wide range of ability at a cost of 46 million pounds.

Objectives were expected to include the encouragement of initiative, problem-solving and other aspects of personal development. These 14 authorities were joined in 1984 by a further 40 L.E.A.s. There were significant differences over the first 14 proposals; some authorities which failed to include the first and second round have been wooed by the MSC and, apart from the mostly Labour controlled authorities, who prefer not to opt for TVEI on principle, others are likely to secure some funding in the coming year.

Meanwhile the DES had abolished the Schools Council, set up in its place the Schools' Council, one charged with coordinating secondary examinations provision and the other with curriculum development in schools. It was a joint board charged with the task of developing a new curriculum for the 11-16 age range.

Vocational perspectives

By Lesley Kant

A couple of weeks ago I visited one of our secondary schools with our newly appointed home economics adviser. "It's the ability to make choices that's one of the most important factors" she remarked as we drove away. "We need to open up the choices available and encourage autonomy and critical thinking. If we can't do that, home economics has failed them."

Some two months earlier a Technical and Vocational Education Initiative director had said much the same thing when briefing senior staff from our secondary schools at a county conference on pre-vocational development. Home economics may benefit from the upsurge of new vocational courses in schools. Conversely, the new vocationalism can learn much from enlightened home economics teaching.

Despite the press and publicity of public which has surrounded the birth and infancy of the TVEI, the philosophy behind the development of pre-vocational courses in schools is not new to teachers nor to home economists. Successive governments since the war have emphasized the need for schools to make their curriculum more relevant and to respond more dynamically to the changing needs of an increasingly industrial society. Meanwhile the emphasis on the academic single subject examination system, reinforced by the selection processes of the universities undermined the comprehensive ethos by persuading many comprehensive schools to under-achieve academically at O and A level at the expense of the practical curriculum. The academic curriculum has always been vocational in the sense that it has been a preparation for the workplace.

Even the Beloe report of 1959, which paved the way for the introduction of the CSE examination, emphasized the importance of a practical and industrially relevant curriculum. The great debate of the mid 1970s also focused critical attention on the academic bias of the school curriculum.

Many teachers cling to a conspiracy theory that holds that the DES Manpower Services Commission's solution to these criticisms was hijacked by the introduction of the TVEI scheme. It is much more likely that the Young/MSCBrawley of a more technically and vocationally orientated school curriculum, through the introduction of properly funded courses in schools under the aegis of the DES, had the seeds of the time. MSC had the cash and the scope for such entrepreneurial initiatives.

Although the publicity surrounding the TVEI scheme, the DES launched the low achievers' project at the same time. Meagor funded by comparison, it invoked similar objectives: cooperation between schools and RE, the extension of work experience schemes, practical initiatives in collaboration with local employers, residential experiences, more appropriate methods of assessing and recording children's attainment. The DES allocated 16 L.E.A.s some two million pounds for projects designed to provide more effective education for lower attaining pupils. The MSC envisaged 16 L.E.A.s to provide broad based programmes with a technical, vocational and general educational focus for young people from a wide range of ability at a cost of 46 million pounds.

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tional qualification (the Certificate of Pre-vocational Education) and later instructed the same body to draw up a programme of pre-vocational education for 14 to 18 year olds. The Blue CPVE document was finally published in January this year following fairly widespread, though hurried, consultation. The coherent pre-vocational proposals for 14 to 18 year olds are still awaited but are likely to provide a useful complement to the TVEI courses.

Necessarily, all TVEI schemes have some technical or technological emphasis and modules on information technology, computer studies and electronic instrumentation abound. Nevertheless, many proposals also focus on service areas as part of their vocational brief: hotel and food services, personal services, health care and health safety, and entering feature widely, as well as more familiar educational titles such as child care, housecraft and home management.

The MSC chose to categorize the technical and vocational components under the old VTS occupational training family clusters. The Joint Board for the CPVE prefer to use different categories, having sensibly interpreted the resistance from schools who are less familiar with the vocabulary than FE colleges. The five CPVE vocational studies categories are business and administrative services, technical services, production, distribution and services to people. The services to people category embraces "clusters" such as health and community care, recreation services and hospitality, including food and accommodation, all areas in which home economists can make a significant contribution.

One has only to peruse the vocational specifications in part B of the Blue document to recognize that many of the content areas reflect closely the curriculum development that has taken place in home economics over the past few years. Thus in the "cluster" which relates to the health and community care aspect of services to people, one of the outcomes is described as "know and state the agencies in health and community care in all contexts within the cluster and explain their main functions." Another is "recognize and state the basic requirements of good standards of hygiene and cleanliness." Content, inter alia, is described as:

principles of health, hygiene and physical fitness, nutrition and diet;

human development; causes and effects of major illness and handicap;

and the relevant framework and appropriate details of laws and regulations relating to health, safety, welfare and security.

Similarly, the clusters and hospitality, including food and accommodation, describe areas which will be familiar to many teachers of home economics. Home economists should be able to mesh their individual expertise, skills and knowledge to these burgeoning pre-vocational courses. However, the scope goes much further.

The core of the CPVE curriculum emphasizes a range of good general educational experience in areas such as personal and career development, practical skills, problem solving, industrial, social and environmental studies. The central aim of the CPVE is to assist the transition from school to adult life by further equipping young adults with basic skills, experiences, attitudes, knowledge, personal and social competences required for successful adult life including work.

TVEI is also expected to have a strong transition role: to provide a bridge from education to work, through a curriculum designed to prepare students for particular aspects of employment and for adult life in a society liable to rapid change. Recently, and perhaps inevitably, the focus has broadened to accommodate the range of roles awaiting young people: and away from the narrower concept of employment. Although the links with employers and the world of work are still significant, students are now seen as being in a life-long process of learning.

Home economists have traditionally had considerable experience in educating the least academic and often the most disaffected young people. They have always been interested in developing practical skills, problem solving skills, decision-making and group work. Both in pre-vocational courses and general education they have the expertise which will increasingly be valued. As young people move into a world of change and uncertainty and more are left to rely on their own resources, the pre-vocational focus is much more likely to be the interface between home and the community life, the home and the professional, the home and the informal economy, rather than as vocational training in terms of preparation for a specific occupation.

These aspects of personal, social and career development are fundamental to home economics. Thus the Equal Opportunities Commission working party stated firmly in 1983 that "education in home economics aims to develop an understanding of people and their basic human needs for food, clothing, shelter and personal relationships. It involves recognition of the complexity and reality of living and working with others and an understanding of the varied value systems of individuals and households in the community. Within this framework, education in home economics equips young people with the knowledge and skills which will enable them to make reasoned and informed decisions for themselves concerning the management of available resources to satisfy needs and priorities in everyday life."

Indeed, the GCSE which integrates the four main strands of home economics (food and nutrition, fabrics and textiles, human development and home management) reinforces the personal, social and transition elements of home economics. Many are sceptical of the new vocational initiatives in schools. The old argument that school is not the place to provide training for specific jobs still obtains. Yet much good school-based practice is less concerned with preparation for a specific job and more in providing a range of transferable skills, encouraging personal autonomy which will equip young people for the range of options facing them on leaving school. We know that work in manufacturing industry is likely to decline and that there will be a massive increase in service sectors and in technically based occupations. We also know that employment opportunities are not likely to increase in the short term. Thus, a particular feature of the new vocationalism must be an emphasis on encouraging young people to develop personal skills and strengths which will enable them to cope with the variety of demands that adult life will bring them, including unemployment, re-training and redundancy. It is in this area that home economists may have the most to offer.

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Boys will begin to recognize the subject's relevance

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EXTRA

Despite a serious lack of equipment or material in the home economics classroom it is still possible to inject a sense of excitement that will help to maintain interest in lessons. In the experiments described below, for example, pupils can be taught that the careless use of matches, or cigarettes may cause fires. At the same time the lesson can be used to help pupils identify fibres and develop an awareness of flame retardant fibres and finishes. Only the most basic equipment is required - a small sand tray over which fibres are ignited, tapers, matches and preferably some pegs. For the many textile teachers who do not have access to a full range of fibres, there is an alternative approach. Use fibres which are being worn in the classroom. It is usually possible to take a few fibres from garments without causing any damage. Alternatively, clothing or dressmaking waste can be used. Because all textile products must carry a label indicating fibre content it is generally easy to know which fibres one is examining. A relatively simple burning test, carried out under carefully controlled conditions, can help identify the fibre and, more important, gives useful information about possible behaviour of fibres in flames. This behaviour can then be used to discuss flammability and ways in which associated hazards can be reduced.

Which fibres are you likely to come across? To an extent, this depends on the season. A quick classroom check usually reveals cotton (shirt, especially sweat shirts), wool (sweaters, socks, dresses), viscose (dresses), polyester (trousers, skirts), acrylic (sweaters), nylon (rights) and elastane (sock tops). You can't always get at the elastane - it's hidden away in sock tops. These fibres will be present both singly and in blends. While blends are useful for developing an awareness of fibre types and uses, they are of limited use for burning and are probably best avoided. Incidentally, occasional label checks develop an awareness of the range and uses of fibres currently on the market. An examination of the compulsory country of origin label on clothes provides valuable information about their imports and leads to a discussion of the effects of the trade situation in the natural and man-made fibres. The natural fibres subdivide into cellulose/vegetable fibres - notably cotton and linen; and into protein/animal fibres such as wool and silk. The man-made fibres subdivide into regenerated fibres, notably viscose, modal and acetate, and synthetic fibres such as polyester, polyamide (nylon), acrylic and the ever-spreading polypropylene.

Although the burning test does not quite group the fibres in this classification, it does go a long way towards it. When burning fibres there are three stages at which careful observation will be useful. For safety the fibres should be held in tweezers or pegs, and moved slowly towards a flame. Watching the fibre's reaction as it approaches the flame is the first step. Some fibres, wool and thermoplastic fibres among them, tend to shrink from the flame while cellulosic fibres show no reaction.



The fibre is removed from the flame. In fact, the molten section tends to fall away taking the flame with it. A sensitive nose may detect a celery-like smell! The molten polyamide is, as one would expect, extremely hot. Polyester burns more readily than polyamide. It will continue to burn out of the flame and the burning smell is, this time, sweetish. It is certainly difficult to identify these smells but practice will help.

Acrylics are the other commonly available fibre type within the thermoplastic group. These fibres, widely used for curtaining, upholstery and sweaters, burn quickly and give off a bitter smelling black, acrid smoke. Where sufficient fibres are available, the burning behaviour is quite dramatic. The molten fibres fall away but continue to burn as they drop down - a good illustration here of the potential danger!

The burning test can be linked to problems of textile flammability and ways in which these problems are being solved. One solution to the problem is to warn the consumer of possible dangers. Several labels are now in use to advise the consumer. The large red warning triangle with the exclamation mark is the most striking. It can be seen in shops in cloth-covered settees and chairs. The flame warning label attached to nightdresses is perhaps less obvious than the large red triangle.

The development of flame retardant fibres is an alternative solution. Progress has been remarkable in recent years. A range of modified man-made fibres, including viscose, acetate and acrylic, now exists. Such fibres generally carry FR after their generic name. Another group, aramide fibres, such as DuPont's Nomex, are vaguely similar to polyamides and are used to provide flame retardant properties in protective equipment for firemen. While these fibres are not readily available for domestic use, they can be seen during TV coverage of motor racing. The drivers wear white balaclava-like aramide hoods which help protect the skin against flames.

Treatment of fabrics with a variety of chemicals provides the third solution to the problem of flammability. One relatively simple treatment can be used for cotton. This involves rinsing the cloth in a litre of water containing 200g of borax and 100g of boracic acid. The result is a stiffer cloth which will have some degree of flame retardance. (The finish is too easily washed out to be of much commercial value.) Chemicals can, of course, be applied to fabrics which provide flame resistance and are not impaired by washing. Two proprietary finishes - Proban and Pyrovatex - are well known.

It is important to note that the structure of a cloth also affects its flammability; for example, lightweight and brushed fabrics are a greater potential hazard than heavy fabrics. The air trapped in the cloth encourages burning, as do protruding fibres. However, despite this complication, the burning test provides a useful introduction to the problems of flammability.

Burning Issues

Don Hunt on textiles and safety

The second and third stages involve actually igniting the fibre. Move it, then quickly remove it. Notice the burning smell. This is the dramatic moment. Vegetable fibres such as cotton and linen, together with viscose and modal fibres, will burn very quickly along the fibres. It is difficult to extinguish these flames and even when extinguished, the fibres continue to glow and burn. Note the smell of the smoke - similar to burning paper. Fibres which react in this way are potentially the most dangerous.

Another group of fibres can be quickly identified at this stage. Protein or animal fibres such as silk, wool and hair all burn with the characteristic

smell of burning hair. They tend to be marginally more difficult to ignite and although the fibres will burn fairly easily, heavy fabrics may be virtually self-extinguishing. When cool the charred black beads can be easily crumbled. These protein fibres are thus readily identified and the burning test additionally shows that in safety terms, they are preferable to fibres of vegetable origin.

The third group of fibres present more problems. Their behaviour in flames is much more varied, but with practice, a reasonably accurate identification can be obtained. The common features of thermoplastic fibres are, first, as they are moved towards the flame they shrivel and melt, and second, once burned, they form a hard

round bead. The bead of molten fibre is initially extremely hot and should be thoroughly cooled for a minute or so before touching. Fibres within this category include all synthetics such as polyester and acrylic, together with the cellulosic acetates. The latter tend to be of much commercial value. They are, after all, regenerated fibres. They tend to burn very quickly and, like cotton and viscose, the smoke smells similar to burning paper. However, their thermo-plasticity is illustrated by the presence of a hard bead after burning. Clearly these fibres can be as hazardous as cotton and viscose, even though they melt as they burn.

The behaviour of polyamide (nylon) in the flame is interesting. Although it burns, the burning often ceases once

The author is a principal lecturer at the College for the Distributive Trades in London.

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Gillian B.A.,

Teacher of Craft, Design and Technology

approach. Details from School

ENSAVE SCHOOL

(enrol)

B.2 L.J.

G. Lowman B.A.,

Department of Science/Biology to

15-00000

Felton M. A.

[illegible]

Required September, 1986, a well-qualified Teacher of Mathematics with successful Mathematics teaching experience in Secondary Schools. This is a permanent position and will provide wide experience of advisory work.
Generous relocation allowances scheme in operation.
Please send photocap s.a.e. for form and details to County Education Officer, Threadneedle House, Market Road, Chalfont, Essex CM1 1LD.
Closing date, 9th May, 1986. (1986B)

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ADVISORY TEACHER FOR MATHEMATICS

Scale 4

Required September, 1986, a well qualified Teacher of Mathematics with successful Mathematics teaching experience in Secondary Schools. This is a permanent position and will provide wide experience of advisory work.

Generous relocation allowances scheme in operation.

Please send full cv s.a.g. for form and details to County Education Officer, Threadneedle House, Market Road, Chelmsford, Essex CM1 1LD.

Closing date, 3rd May 1986.

(19628)

1700 Girls on roll, 1800 in attendance. Received September, 1934, experienced Good results. Plans to teach Mathematics throughout the School year. Plans to teach English, Science & Social Studies. The successful candidate will have responsibility for the school in the Milwaukee Department. The successful candidate will be responsible for the promotion of the school in the Milwaukee Department.

Further details and application forms available at the Milwaukee Department, 1000 Wisconsin Avenue, Milwaukee, Wis. Closing date for applications: 15th April, 1935.

(3534)

"second in departmental
or details from the Reading
(folicap HAF please).
(05572) 13

EAST SUSSEX.
1. **WORTHINGTON SCHOOL**
2. **Worthing Road, Eastbourne.**
3. **TEJ**
4. **Telephone number 0231-71111.**
5. **Roll: 800**
6. **Required for September**
7. **well-qualified and experienced**
8. **Mathematics Teachers**
9. **to work on the CSE and**
10. **level.**
11. **Relocation travel**
12. **allowance paid.**
13. **Application forms**
14. **please) from the Head**
15. **TEJ.**

HAVERING
LONDON BOROUGH OF
HAVERING
SECONDARY SUPPORT
TEACHERS
Required for September
in the following
Mathematics/science
departments

Application forms and details are available (please) from the District Educational Services (DES), Mercury House, Mill Gardens, Richmond, Surrey, TW9 1DF.
Closing date: 29th

[illegible][illegible]

suitable salary
 Previous ap-
 plicants apply.
 Details and ap-
 plications available
 Education Depart-
 ment, 100
 Lindens, Spa
 Grindrod, Wells.
 Applications
 returned without
 the appearance of
 stamp. 183420

See Derbyshire
 advert post reference
 84/28, NE/41/18
 85, NE/58/24 &
 105857

Dr. M. Shaw PhD
 Director, experienced teacher for class of 7-8 year olds
 semantics, comprehension, grammar, advantages. Details
 on request
 ASD PRIMARY SCHOOL
 1511 6th
 1511 6th
 1511 6th

Dr J. J. Macle
 Primary teacher, teacher for class 5-6 year olds, having
 experience in working with multi-class children.
 ASD PRIMARY SCHOOL
 1511 6th
 1511 6th

Dr. C. Turner
 Primary teacher, teacher able to teach across Primary age range
 ASD PRIMARY SCHOOL
 1511 6th
 1511 6th

Mr B. J. Evans
 Primary teacher, teacher able to teach across Primary age
 range. ASD PRIMARY SCHOOL
 1511 6th
 1511 6th

Mr. S. J. Evans
 Primary teacher, teacher able to teach across Primary age
 range. ASD PRIMARY SCHOOL
 1511 6th
 1511 6th

Mr. S. J. Evans
 Primary teacher, teacher able to teach across Primary age
 range. ASD PRIMARY SCHOOL
 1511 6th
 1511 6th

[illegible]

Mr. D. J. Hishworth
September, teacher for 8-10 year olds initially. So
much and willing to play an instrument essential. De
ducation.

HENRY'S GRAMMAR SCHOOL
1836-18 years
Coley L201 28B
463754
Mr. M. Franklin M.Sc.
Director of Child Psychology Education also teach full range of subjects to children from 3 to 18 years old. Includes interest in biocultural advantage. Very popular among "Q" and "A" level, plus French up to 3rd year.

[illegible]

1450 (Boys) 12-18 years
Groves, Selby Road LS25 0PT
15278
Teacher: Mr R. Maunds B.A.
for September, graduate teacher of Geography and
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Locations
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SECONDARY MODERN LANGUAGES continued

KNOWSLEY

STOCKBRIDGE COMPREHENSIVE
Little Moor Lane,
Stockbridge Village,
Manchester M20 5RQ.
(870 Boys and Girls 11-17 years SFA available)
Required from September 1985.
Modern Languages Teacher (Scale 21).
Letters of application to the Headmaster, at the school with full C.V. and the names of two referees by 3rd May 1985. 135620 (45071)

NORTHAMPTONSHIRE

NORTHAMPTON SCHOOL FOR GIRLS
Glenway Hill Road,
Northampton NN3 1BG
Number on roll: 820
Number in Sixth Form = 180
SCALE 1 TEACHER OF GERMAN
Required September 1985, at this purpose-built, well equipped Upper Comprehensive School (13-18).
Application form available from the Headmaster (35555) 135620

Scale 1 Posts

BARKING AND DAGENHAM

LONDON BOROUGH OF BARKING AND DAGENHAM
SACRED HEART Aided Comprehensive School,
Gorebrook Road, Dagenham, Essex (Roll 681)
Required for September 1985, at this purpose-built, well equipped Upper Comprehensive School (13-18).
Application form available from the Headmaster (35555) 135620

BARNET

LONDON BOROUGH OF BARNET
MILL HILL COUNTY HIGH School,
Westcote Crescent, Mill Hill, London NW7 4LL
(Roll 1,000)
Required for September 1985, at this purpose-built, well equipped Upper Comprehensive School (13-18).
Application form available from the Headmaster (35555) 135620

DERBYSHIRE

See Derbyshire Display advert post reference A/2019 Page 71. 135622 (05525)

Nottinghamshire County Council - Education Department County Unattached Supply Staff (Secondary) Modern Languages - Scale 3

The Authority maintains a small staff of experienced specialists to fill vacancies temporarily occurring in key posts in secondary and middle schools. A vacancy has now arisen in the above subject area from September 1985.
The principal duties involve covering vacancies often at Head of Department level usually for a period of one or two terms.
Applications are invited from well qualified teachers with a proven record of successful teaching in Modern Languages. French and German are the principal languages offered in Nottinghamshire schools and candidates must initially have specialist qualifications and wide experience in one of these languages allied to a practical teaching proficiency in the other. Versatility, adaptability and a sunny disposition are essential personal qualities in this post.
Applicants must be prepared to travel and own a car. Traveling expenses are payable at Casual User Rates.
Further details and an application form available from the Director of Education (Ref 828), County Hall, West Bridgford, Nottingham NG2 7OP to be returned not later than 3rd May 1985. (0216)



Nottinghamshire County Council
County Hall West Bridgford
Nottingham NG2 7OP

BURY METROPOLITAN BOROUGH OF BURY
EDUCATION DEPARTMENT
TEACHER (SCALE 1)
Required for 1st September 1985 at the purpose-built, well equipped Upper Comprehensive School (13-18).
Application form available from the Headmaster, at the school with full C.V. and the names of two referees by 3rd May 1985. 135622 (05525)

BURY METROPOLITAN BOROUGH OF BURY

TEACHER (SCALE 1)
Required for 1st September 1985 at the purpose-built, well equipped Upper Comprehensive School (13-18).
Application form available from the Headmaster, at the school with full C.V. and the names of two referees by 3rd May 1985. 135622 (05525)

CAMBRIDGESHIRE

ROYAL OPPORTUNITY EMPLOYER
BRETTON WOODS COMMUNITY SCHOOL
Bretton Woods, Bury St Edmunds, Suffolk IP8 3DF
Principal: Mr J.L. Gribble, B.A., M.Ed.
Required for September 1985, at this purpose-built, well equipped Upper Comprehensive School (13-18).
Application form available from the Headmaster (35555) 135620

Scale 1 Posts

BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
SACRED HEART Aided Comprehensive School,
Gorebrook Road, Dagenham, Essex (Roll 681)
Required for September 1985, at this purpose-built, well equipped Upper Comprehensive School (13-18).
Application form available from the Headmaster (35555) 135620

BARNET

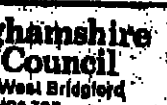
LONDON BOROUGH OF BARNET
MILL HILL COUNTY HIGH School,
Westcote Crescent, Mill Hill, London NW7 4LL
(Roll 1,000)
Required for September 1985, at this purpose-built, well equipped Upper Comprehensive School (13-18).
Application form available from the Headmaster (35555) 135620

DERBYSHIRE

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Nottinghamshire County Council
County Hall West Bridgford
Nottingham NG2 7OP

DEVON
Please see displayed advertisement on Page 45. 135622 (05456)

DOSET

HERBERT CARTER SECONDARY SCHOOL
Blindfold Road, Hamworthy, Dorset DT5 4RQ
(12-18 mixed 360 on roll)
Required for September 1985, at this purpose-built, well equipped Upper Comprehensive School (13-18).
Application form available from the Headmaster, at the school with full C.V. and the names of two referees by 3rd May 1985. 135622 (05525)

DOSET

CORPE HILLS SCHOOL
Higher Bladford Road, Corpe Mill, Wimborne DT9 3JL
Required for September 1985, at this purpose-built, well equipped Upper Comprehensive School (13-18).
Application form available from the Headmaster, at the school with full C.V. and the names of two referees by 3rd May 1985. 135622 (05525)

EAST SUSSEX

UCKFIELD SCHOOL
Downview Crescent, Uckfield, East Sussex TN2 3JL
Comprehensive, 11-18. Roll: 280
Required for September 1985, at this purpose-built, well equipped Upper Comprehensive School (13-18).
Application form available from the Headmaster, at the school with full C.V. and the names of two referees by 3rd May 1985. 135622 (05525)

ESSEX

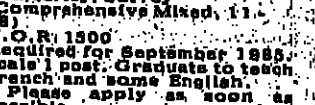
THE GILBERT SCHOOL
Brinkley Lane, Chelmsford, Essex CM2 4PU
(Roll 1,340: 11-18)
Modern Languages, Scale 1
Required for September 1985, at this purpose-built, well equipped Upper Comprehensive School (13-18).
Application form available from the Headmaster, at the school with full C.V. and the names of two referees by 3rd May 1985. 135622 (05525)

GLoucestershire

See Gloucestershire Display advert post reference A/2019 Page 71. 135622 (05525)

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HERTFORDSHIRE
Please see displayed advertisement on Page 45. 135622 (05456)

HERTFORDSHIRE

THE HABERDAHERS' ASKE'S SCHOOL
French and German graduate required; see under independent schools. 00253 135622

HERTFORDSHIRE

THE MERIDIAN SCHOOL
Garden Walk, Royston, Herts. SG8 1JL
Co-educational, 13/18, 800 on roll
Required for September 1985, at this purpose-built, well equipped Upper Comprehensive School (13-18).
Application form available from the Headmaster, at the school with full C.V. and the names of two referees by 3rd May 1985. 135622 (05525)

HUMBERSIDE

COUNTY COUNCIL EDUCATION DEPARTMENT
AMV JOHNSON HIGH School,
Beltmire Street, Hull HU6 7BQ
(Roll 1,340: 11-18)
Modern Languages, Scale 1
Required for September 1985, at this purpose-built, well equipped Upper Comprehensive School (13-18).
Application form available from the Headmaster, at the school with full C.V. and the names of two referees by 3rd May 1985. 135622 (05525)

KENT

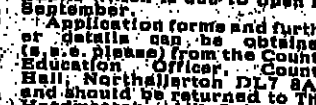
COUNTY COUNCIL EDUCATION DEPARTMENT
BISHOP'S Cleeve School,
Bishop's Cleeve, Solihull, Warwickshire B37 7YU
(Roll 1,340: 11-18)
Modern Languages, Scale 1
Required for September 1985, at this purpose-built, well equipped Upper Comprehensive School (13-18).
Application form available from the Headmaster, at the school with full C.V. and the names of two referees by 3rd May 1985. 135622 (05525)

SHROPSHIRE

See Shropshire Display advert post reference A/2019 Page 71. 135622 (05525)

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NORTH YORKSHIRE
Please see displayed advertisement on Page 45. 135622 (05456)

NORTH YORKSHIRE

ST DENIS BISHOPS Cleeve School
Ridge Top, Bealington NE22 8JL
(Roll 1,340: 11-18)
Modern Languages, Scale 1
Required for September 1985, at this purpose-built, well equipped Upper Comprehensive School (13-18).
Application form available from the Headmaster, at the school with full C.V. and the names of two referees by 3rd May 1985. 135622 (05525)

ROTHAM

METHUEN COUNCIL EDUCATION DEPARTMENT
BISHOP'S Cleeve School,
Bishop's Cleeve, Solihull, Warwickshire B37 7YU
(Roll 1,340: 11-18)
Modern Languages, Scale 1
Required for September 1985, at this purpose-built, well equipped Upper Comprehensive School (13-18).
Application form available from the Headmaster, at the school with full C.V. and the names of two referees by 3rd May 1985. 135622 (05525)

SHROPSHIRE

THE JOHN HUNT SCHOOL
Gibson Road, Shrewsbury, Shropshire SY2 4JL
(Roll 1,340: 11-18)
Modern Languages, Scale 1
Required for September 1985, at this purpose-built, well equipped Upper Comprehensive School (13-18).
Application form available from the Headmaster, at the school with full C.V. and the names of two referees by 3rd May 1985. 135622 (05525)

STAFFORDSHIRE

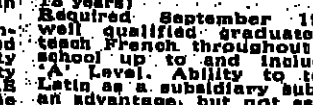
CHESLYN HAY HIGH School
Barnard Road, Chaslyn Hay, Walsall W68 7BS
(Roll 1,340: 11-18)
Modern Languages, Scale 1
Required for September 1985, at this purpose-built, well equipped Upper Comprehensive School (13-18).
Application form available from the Headmaster, at the school with full C.V. and the names of two referees by 3rd May 1985. 135622 (05525)

STAFFORDSHIRE

See Staffordshire Display advert post reference A/2019 Page 71. 135622 (05525)

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SURREY
Please see displayed advertisement on Page 45. 135622 (05456)

SURREY

EDUCATION DEPARTMENT
MUSIC
SCALE 2 POSTS AND ABOVE
Required for September 1985, at this purpose-built, well equipped Upper Comprehensive School (13-18).
Application form available from the Headmaster, at the school with full C.V. and the names of two referees by 3rd May 1985. 135622 (05525)

WILTSHIRE

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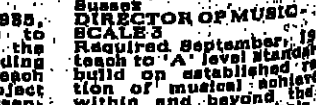
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WILTSHIRE

WILTSHIRE
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PHYSICS TO O' LEVEL. (POSSIBLE WORK) WITH COMBINED SCIENCE 002.

... *... ..* ...

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SPECIAL EDUCATION

OXFORDSHIRE
COUNCIL
BISHOPSWOOD SCHOOL
 Bishopswood Common,
 Reading, Berks.
 Required from September
 1985, one and possibly two
 class teachers in this school
 for children with severe
 learning problems. Possibility
 of scale 1 plus S.A. or
 S.E. available. Applications
 from students qualifying this
 summer will be seriously con-
 sidered.
 Application by letter (no
 formal forms) to the Head-
 teacher and addresses of two
 referees to the Headteacher
 Closing date Friday 3rd May
 1985. A.E. please. 160020

OXFORDSHIRE
COUNCIL
NORTHFIELD SCHOOL
 Knights Road, Banbury
 Leve, Oxford OX4 5DQ
 Required for September 1985
 at this mixed secondary
 school for pupils with educa-
 tional, social and behavioural
 problems, an enthusiastic and
 experienced teacher (Scale
 1 plus S.A. or S.E. please).
 Salary range £11,000 to
 £13,000. The school is intro-
 ducing a design living course
 for pupils with severe learning
 difficulties. This is an exciting
 opportunity for imaginative
 practical ideas.
 Informal visits welcomed
 and further particulars and
 application forms from the
 Headteacher S.A.E. please. 160020

LEA GREEN SCHOOL & CENTRE — Leyton
 Green Road, London E10 6DB.
 Head: Mrs M. Gross
 Required for September.
 This expanding, Borough resource caters for children
 (aged 2-18) with social, emotional and behavioural
 problems with attendant learning difficulties. The follow-
 ing posts are available as a result of the promotion of
 previous postholders or the creation of new posts.

Teachers Scale 1(s)

1. **TEACHER SCALE 1(s)** (plus additional allowance in
 the educational unit at the Peartree House Observation
 and Assessment Centre. The educational unit is a depart-
 ment of Lea Green although the Centre is a Social
 Services' establishment. Teaching staff are therefore
 appointed to Lea Green and seconded to the Peartree
 Educational Unit.
 This is a full-time post with two classes. There are two
 posts available.
 2. **TEACHER SCALE 1(s)** in the Secondary Department.
 Pupils either attend full-time or part-time with the objective
 of returning to mainstream school. One permanent and
 one temporary post (to cover maternity leave) are
 available.

4. **TEACHER SCALE 1(s)** to work with a group of junior
 aged pupils attending on a full-time basis.
 Above scale posts may be available for candidates for
 posts 2-4. Outer London Allowance payable.

Applicants for all posts must be well qualified and
 experienced teachers who are keen to develop their own
 skills in a school which has a national reputation for its
 work in this field. In-service training is provided by the
 School's Staff Tutor for this purpose. Relocation expenses
 are payable in approved cases.
 Contact Headteacher for application form and further
 details (send s.a.).
 Closing date 8th May, 1985. Ref. No. 59/284.
 (13812)

AN EQUAL OPPORTUNITY
EMPLOYER
 Applicants are considered for their
 ability, experience and motivation.
 Disability, age, sex and marital status
 are not considered.

Waltham
Forest

NOTTINGHAMSHIRE
COUNCIL
Language Unit —
Arboretum Nursery School
 Required from 1st September, 1985, suitably qualified
 teacher (Scale 1 + Special Class Allowance) to work in the
 Language Unit at Arboretum Nursery School, Nottingham.
 The unit caters for a small group of nursery aged children
 with severe speech difficulties and the teacher will work
 alongside a qualified speech therapist.
 Application forms and further details are available
 (s.a.s.) from the Director of Education (Ref. 928),
 County Hall, West Bridgford, Nottingham, NG2 7QP.
 Closing date: 3rd May, 1985.

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SPECIAL EDUCATION
continued

WEST MIDLANDS

RIVER HOUSE SPECIAL SCHOOL
Stratford Road, Keston,
In-Arden, Solihull, West
Midlands B35 6AD
Teacher (non-resident)
required for September
1985. For woodwork and pottery
at this school for
emotionally-disturbed boys
aged 9-16.
Ability to teach piano
desirable but not essential.
Scale 1 plus Special
Schools Allowance.
Application forms and
further details from Mr. R.
8, St. Edmunds, Stratford
152640. (152640)

Independent Schools

Headships

BERKSHIRE
HEAD OF CURRICULUM required by
Vocational Studies on residence
holiday study Courses for
17-19 year olds. The post is
available on our 1985 Course
at Chesham School, Newbury
from 1 July to 16 August. It
is non-teaching and involves
responsibility for day-to-day
administration of staff and
students. The Course is of inter-
national repute. Vacancies
are advertised in the British Council
and in the ARES-FELCO.
Applications invited from
teachers with wide boarding
school experience at a senior
level. Details from: Vocational
Studies, Peppers Oak, Tyde-
ham, Newbury, Berkshire
RG14 4JT. (150119) 150110

WORCESTERSHIRE
ST. JAMES' AND THE ABBEY
SCHOOL FOR GIRLS
West Midlands. Worcestershire
Applications are invited for the
post of Headmistress for
September 1986 for as soon as
possible thereafter, when the
present Headmistress retires.
The School is a boarding school
for 150 girls. Details from
The Clerk to the Governors,
St. James' and the Abbey
School, West Midlands, Worces-
tershire WR14 4DS. Applications
(not formal) with names
and references by 15 May 1985.
(150335) 150316

Deputy Headships
Second Masters/
Mistresses

EAST SUSSEX
BEREFORD HOUSE SCHOOL
Eastbourne
Eastbourne House School, an
old established independent
school for girls in Eastbourne -
ages 3 to 18 years.
Requires a Deputy Head for
September 1985. The curriculum
and the age range of the
school are expanding and a
dynamic teacher with wide
experience is needed.
Application forms and fur-
ther details are available from
The Headmistress, Bereford
House School, Summerdown
Road, Eastbourne, Tel: 0235
31555. Closing date 29th April
1985. (150112) 150113

ISLE OF MAN

THE SUCRAN SCHOOL
Isle of Man
Isle of Man Grant Aided
Becoming Independent
Girls 11-18 years
DEPUTY HEAD
Required from Septem-
ber 1985. Deputy Head to
develop all aspects of the
running and organisation of the school.
Ability to teach modern lan-
guage an advantage. (150112)

Details and application
form from the Principal,
Mrs. S. J. Perkins, B.Sc.
(Hons), M.A., F.R.S.M.,
The Socran School, West-
minster, Chesham, Isle of
Man. (37816) 150015

NOTTINGHAMSHIRE
TRENT COLLEGE
Long Eaton, Nottingham
HMC 575 pupils aged 11-
18, of whom 310 are
boarders. 150 in VI Form.
Required for September 1985
Head of the School. The
Headmaster will be responsible
for the running and organi-
sation of the school. It is an
exciting and challenging
opportunity for someone
of boundless energy and en-
thusiasm. Subject and date
when available.
Applications to the Head-
master, with names and
references of two referees.
(150112) 150113

MADRID
KINGS SCHOOL
Requires Teachers for various
subjects.
Please see display advertise-
ment under Overseas Appoint-
ments. (150112) 150113

NORTH WALES
HEAD

Applications are invited for the appointment of
Head from 1st September 1985 or 1st January
1986. The present incumbent is in
Membership of The Society of Headmasters of
Independent Schools.

Ruthin is a Boys' School with 200 Boarding/
Day Pupils including a Junior Department. It
has a thriving Sixth Form and proud Academic
and Sporting traditions.

Further details may be obtained from The Clerk
to the Governors, Ruthin School, Ruthin,
Clwyd LL16 1EE. (10229)

ST. PAUL'S SCHOOL

HEADSHIP

The Governors of St. Paul's School invites
applications for the above post for
September 1986 following the retirement
of the High Master, Mr J. W. Hele.

Details of the post and method of
application may be obtained from the
Clerk to the Governors of St. Paul's
School, Mercers' Hall, Ironmonger Lane,
London, EC2V 8HE. (10269)

SUFFOLK
SCHOOL OF JESUS AND
MARY
Woodbridge Road, Ipswich
Suffolk IP8 3PQ
A 16 years of age.
Corpus Christi Head is required
for September 1985. An ex-
perienced, lively teacher pre-
ferred. A Science specialist
could be an advantage. The
Headmaster's name and
further information may be
obtained by CV and names
of two referees. (150112)
(150113)

By Subject Classification

Art and Design

Heads of Department

CHESHIRE
THE GRANGE SCHOOL
Northwich, Cheshire
Independent co-educational
grammar school
Required for September
1985. HEAD OF ART DE-
PARTMENT. Candidates will
have had successful expe-
rience of teaching art to
11-18 year olds and have
the ability to organise and
develop all aspects of a
department. The Head of
Art Department will be
responsible for the running
and organisation of the
department. The successful
candidate will be a member
of the staff. Details and
application form from the
Headmaster, The Grange
School, Northwich, Cheshire
CW9 6JL. (150112) 150113

A Burnham Scale payment
commensurate with the
experience of the candidate
will be available.
Applications by letter en-
closing curriculum vitae, tele-
phone number, names and
addresses of two referees and
one A.E.E. should be sent
to the Headmaster, The
Grange School, Northwich,
Cheshire, CW9 6JL. (150112)
150113

Applications in writing to
the Principal, with names
and addresses of two referees
may be made.
(150112) 150113

Other Assistants

BRISTOL

CLIFTON COLLEGE
Bristol
Young teacher required
for September 1985 in the
ART & DESIGN Depart-
ment. The successful candi-
date will be responsible for
teaching art to 11-18 year
olds. The successful candi-
date will be a member of
the staff. Details and
application form from the
Headmaster, Clifton College,
Bristol. (150112) 150113

Apply enclosing curriculum
vitae and the names and
addresses of two referees to
the Headmaster, Clifton College,
Bristol. (150112) 150113

MADRID

Apply enclosing curriculum
vitae and the names and
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Bristol. (150112) 150113

BUCKINGHAMSHIRE
STOWE SCHOOL
Stowe, Bucks
Applications are invited for
the above post from recent
graduates in fine art. The
post is for one year from
September 1985.
Applications should be sent
to the Headmaster, Stowe
School, Bucks MK8 1LH.
The successful candidate will
be responsible for the running
and organisation of the
department. Further infor-
mation is available upon
request. Tel: Buckingham
01294 (0501) 151254

LANCASHIRE

STONYHURST COLLEGE
Lancashire
Part-time art teacher (3 days
or equivalent) required to
assist in various aspects of
the Art Department's work.
The successful candidate will
be responsible for the running
and organisation of the
department. Further infor-
mation is available upon
request. Tel: Stonyhurst
0525 (0501) 151254

LANCASHIRE

STONYHURST COLLEGE
Lancashire
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department. Further infor-
mation is available upon
request. Tel: Stonyhurst
0525 (0501) 151254

LANCASHIRE

STONYHURST COLLEGE
Lancashire
Part-time art teacher (3 days
or equivalent) required to
assist in various aspects of
the Art Department's work.
The successful candidate will
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request. Tel:

INDEPENDENT EDUCATION
continued

OXFORDSHIRE
SCHOOL OF S. HELEN AND S. KATHARINE
Abingdon OX14 1BE
Independent, formerly direct grant, 500 girls, 140 in sixth form.
Required September, well qualified and enthusiastic physical education specialist to share in the teaching throughout the school, to be able to increase, maintain, tennis, Open air, heated swimming pool. Excellent facilities include playing fields and tennis courts on the site and well equipped sports hall. Burnham scale 1 or 2 depending upon experience.
Applications with full curriculum vitae and names and addresses of two referees to the Headmistress.
(02505) 184224

WARWICKSHIRE
WARWICK SCHOOL
(H.M.C.): Assisted Places: 800 boys
Required for September 1985 a trained teacher of Physical Education who will be able to teach Mathematics (S.M.P.) up to level 10. Full participation in the games field will be expected.
Salary in Burnham with Warwick School Allowance.
Further details of the post may be obtained from the Headmaster (to whom applications should also be made enclosing curriculum vitae and names and addresses of two referees).
Warwick School, Merton Road, Warwick CV4 6PT (Tel: 09451) 184224

Religious Education
Heads of Department

NEWCASTLE UPON TYNE
DAME ALLAN'S BOYS
(H.M.C. Independent)
Assisted Places
HEAD OF RELIGIOUS EDUCATION
Required in September 1985 to coordinate and teach RELIGIOUS EDUCATION throughout the school, including 'O' and 'A' level courses.
The person appointed could be either a lay or an ordained member of the Church of England. A candidate in Holy Orders would be expected to be a C of E vicar to both the boys' and girls' schools of the parish.

Applicants should be prepared to teach C of E as boys at Sixth Form level, to participate in a Sixth Form General Studies programme and to combine academic work with a pastoral approach and some involvement in extra-curricular activities. Burnham Scale 1 or 2 depending on qualifications and experience.
Applications (no form) with curriculum vitae and names/addresses of two referees to: Headmaster, Dame Allan's School, Newcastle-upon-Tyne NE4 7JL (06405) 184418

SOUTHAMPTON
THEATREWORK SCHOOL
The Church School Co. Ltd.
The Church School Co. Ltd. is a voluntary organisation which provides education for boys and girls in the city of Southampton. The school is a day school for boys and girls, and is a member of the Church of England.
Required for September 1985 to teach throughout the school, to be able to increase, maintain, tennis, Open air, heated swimming pool. Excellent facilities include playing fields and tennis courts on the site and well equipped sports hall. Burnham scale 1 or 2 depending upon experience.
Applications with full curriculum vitae and names and addresses of two referees to the Headmistress.
(02505) 184224

RYDE SCHOOL
Isle of Wight
Applications are invited for the post of
HEAD OF CHEMISTRY
which falls vacant in September, 1985. The successful applicant will be considered also for the post of

HEAD OF SCIENCE
Further details from the Headmaster, Ryde School, Queens Road, Ryde, I.W., PO33 3BE to whom applications should be addressed, as soon as possible, together with full curriculum vitae and names, addresses and telephone numbers of two referees.

Other Assistants
BUCKINGHAMSHIRE
WYCOMBE ABBEY SCHOOL
High Wycombe, Buckinghamshire
Required in September 1985 a graduate part-time teacher of Religious Studies (about half a day) to teach the subject to pupils in the school. The salary will be in accordance with the school's scale. (02948) 184244

Science
Heads of Department
CAMBRIDGE
ST MARY'S SCHOOL
Salem, Cambridgeshire CB2 1LV
C.E. & A. Independent
500 girls, 11-18
HEAD OF CHEMISTRY DEPARTMENT
Required for September 1985 a graduate with a degree in Chemistry to teach throughout the school to University entrance standard. Well equipped laboratory facilities with good technical support. Burnham Scale 3.
Applications with curriculum vitae and names and addresses of two referees should be sent to the Headmistress as soon as possible.
(02236) 184818

CHESTER
THE QUEEN'S SCHOOL
City Walls Road, Chester CH1 1JH
PHYSICS - HEAD OF DEPARTMENT, SCALE 3
Required for September 1985, a well-qualified and experienced teacher to take over the Physics Department. The school is a day school for boys and girls, and is a member of the Church of England. The school is well equipped with a well-stocked library and a well-stocked sports hall. The school is a member of the Church of England.
Applications with curriculum vitae and names and addresses of two referees to the Headmistress as soon as possible.
(02505) 184224

FERRANTI COMPUTER SYSTEMS
Required for September 1985 a graduate with a degree in Computer Science to teach throughout the school. The school is a day school for boys and girls, and is a member of the Church of England. The school is well equipped with a well-stocked library and a well-stocked sports hall. The school is a member of the Church of England.
Applications with curriculum vitae and names and addresses of two referees to the Headmistress as soon as possible.
(02505) 184224

GLOUCESTER
THE KING'S SCHOOL
Independent Catholic School
Required for September 1985 a graduate with a degree in Chemistry to teach throughout the school. The school is a day school for boys and girls, and is a member of the Church of England. The school is well equipped with a well-stocked library and a well-stocked sports hall. The school is a member of the Church of England.
Applications with curriculum vitae and names and addresses of two referees to the Headmistress as soon as possible.
(02505) 184224

LONDON
CHANNING SCHOOL
Highgate
Independent day school for girls
About 400 girls, 11-18 years
Required for September 1985 a graduate with a degree in Chemistry to teach throughout the school. The school is a day school for boys and girls, and is a member of the Church of England. The school is well equipped with a well-stocked library and a well-stocked sports hall. The school is a member of the Church of England.
Applications with curriculum vitae and names and addresses of two referees to the Headmistress as soon as possible.
(02505) 184224

GREATER LONDON
Experienced Graduate
Teachers living in Greater London, wanted for permanent or part-time positions in a variety of schools. The school is a day school for boys and girls, and is a member of the Church of England. The school is well equipped with a well-stocked library and a well-stocked sports hall. The school is a member of the Church of England.
Applications with curriculum vitae and names and addresses of two referees to the Headmistress as soon as possible.
(02505) 184224

Other Assistants
BERKSHIRE
BRADFORD COLLEGE
Bradford
Required for September 1985 a graduate with a degree in Chemistry to teach throughout the school. The school is a day school for boys and girls, and is a member of the Church of England. The school is well equipped with a well-stocked library and a well-stocked sports hall. The school is a member of the Church of England.
Applications with curriculum vitae and names and addresses of two referees to the Headmistress as soon as possible.
(02505) 184224

BUCKINGHAMSHIRE
CHARMADAN SCHOOL
Lillingstone Dayville, Bucks HP18 5AN
Tel: (02956 204)
Required for September 1985 a graduate with a degree in Chemistry to teach throughout the school. The school is a day school for boys and girls, and is a member of the Church of England. The school is well equipped with a well-stocked library and a well-stocked sports hall. The school is a member of the Church of England.
Applications with curriculum vitae and names and addresses of two referees to the Headmistress as soon as possible.
(02505) 184224

CHESHIRE
ST ANDREW'S COLLEGE
Hale Barns
Independent R.C. School
(Boys)
670 day boys 120 in Sixth Form
Required for September 1985 a graduate with a degree in Chemistry to teach throughout the school. The school is a day school for boys and girls, and is a member of the Church of England. The school is well equipped with a well-stocked library and a well-stocked sports hall. The school is a member of the Church of England.
Applications with curriculum vitae and names and addresses of two referees to the Headmistress as soon as possible.
(02505) 184224

CLEVELAND
MILN HILLS SCHOOL
Green Lane, Middlesbrough
Co-Ed Day School 300, 3-18
Required for September 1985 a graduate with a degree in Chemistry to teach throughout the school. The school is a day school for boys and girls, and is a member of the Church of England. The school is well equipped with a well-stocked library and a well-stocked sports hall. The school is a member of the Church of England.
Applications with curriculum vitae and names and addresses of two referees to the Headmistress as soon as possible.
(02505) 184224

DERBYSHIRE
REPTON SCHOOL
Repton, Derbyshire
Required for September 1985 a graduate with a degree in Chemistry to teach throughout the school. The school is a day school for boys and girls, and is a member of the Church of England. The school is well equipped with a well-stocked library and a well-stocked sports hall. The school is a member of the Church of England.
Applications with curriculum vitae and names and addresses of two referees to the Headmistress as soon as possible.
(02505) 184224

ST. DAVID'S SCHOOL
This Independent Day and Boarding School for Girls between 7 and 18, requires for September 1985, TWO GRADUATES to join the SCIENCE TEAM at the school, which has four laboratories and a recently equipped computer room.
The first post would be full time. This would be on Scale 11 and would suit a physicist with an interest in maintaining and developing the subject throughout the school.
The second post would be on Scale 1 and would initially be part-time. It would suit a chemist with the ability to offer, in addition, Maths to 11-14 year olds and/or Computer Studies and General Science.

Applications by letter, with C.V. and the names of two referees to the Headmistress, St. David's School, Church Road, Ayr, North Ayrshire, KA6 3DZ.
(01610) 184224

KENT
BENEDICT'S SCHOOL
Salisbury, Wiltshire BA1 1LH
Required for September 1985 a graduate with a degree in Chemistry to teach throughout the school. The school is a day school for boys and girls, and is a member of the Church of England. The school is well equipped with a well-stocked library and a well-stocked sports hall. The school is a member of the Church of England.
Applications with curriculum vitae and names and addresses of two referees to the Headmistress as soon as possible.
(02505) 184224

HAMPSHIRE
PORTSMOUTH HIGH SCHOOL
25 Kent Road, Southampton.
Required for September 1985 a graduate with a degree in Chemistry to teach throughout the school. The school is a day school for boys and girls, and is a member of the Church of England. The school is well equipped with a well-stocked library and a well-stocked sports hall. The school is a member of the Church of England.
Applications with curriculum vitae and names and addresses of two referees to the Headmistress as soon as possible.
(02505) 184224

HERTFORDSHIRE
THE HERBERTS' SCHOOL
Hemel Hempstead, Herts. HP1 2AA
Tel: 01462 4323
Required for September 1985 a graduate with a degree in Chemistry to teach throughout the school. The school is a day school for boys and girls, and is a member of the Church of England. The school is well equipped with a well-stocked library and a well-stocked sports hall. The school is a member of the Church of England.
Applications with curriculum vitae and names and addresses of two referees to the Headmistress as soon as possible.
(02505) 184224

HERTFORDSHIRE
ST. CHRISTOPHER'S SCHOOL
Letchworth, Herts
Tel: Letchworth 79301
Required for September 1985 a graduate with a degree in Chemistry to teach throughout the school. The school is a day school for boys and girls, and is a member of the Church of England. The school is well equipped with a well-stocked library and a well-stocked sports hall. The school is a member of the Church of England.
Applications with curriculum vitae and names and addresses of two referees to the Headmistress as soon as possible.
(02505) 184224

KENT
ST. AUGUSTINE'S COLLEGE
Westgate, Canterbury
Independent day school for boys
Required for September 1985 a graduate with a degree in Chemistry to teach throughout the school. The school is a day school for boys and girls, and is a member of the Church of England. The school is well equipped with a well-stocked library and a well-stocked sports hall. The school is a member of the Church of England.
Applications with curriculum vitae and names and addresses of two referees to the Headmistress as soon as possible.
(02505) 184224

MADRID
KINGS SCHOOL
Kings School, Madrid
Required for September 1985 a graduate with a degree in Chemistry to teach throughout the school. The school is a day school for boys and girls, and is a member of the Church of England. The school is well equipped with a well-stocked library and a well-stocked sports hall. The school is a member of the Church of England.
Applications with curriculum vitae and names and addresses of two referees to the Headmistress as soon as possible.
(02505) 184224

NORTH HUMBERSIDE
HILL HIGH SCHOOL FOR GIRLS
Thornaby-on-Aire, North Humberside
Tel: 0462 697018
Required for September 1985 a graduate with a degree in Chemistry to teach throughout the school. The school is a day school for boys and girls, and is a member of the Church of England. The school is well equipped with a well-stocked library and a well-stocked sports hall. The school is a member of the Church of England.
Applications with curriculum vitae and names and addresses of two referees to the Headmistress as soon as possible.
(02505) 184224

OXFORD
OXFORD HIGH SCHOOL
Bullingdon Road, Oxford
OX1 2AA
Required for September 1985 a graduate with a degree in Chemistry to teach throughout the school. The school is a day school for boys and girls, and is a member of the Church of England. The school is well equipped with a well-stocked library and a well-stocked sports hall. The school is a member of the Church of England.
Applications with curriculum vitae and names and addresses of two referees to the Headmistress as soon as possible.
(02505) 184224

PORTSMOUTH
PORTSMOUTH HIGH SCHOOL
H.M.C. INDEPENDENT DAY SCHOOL
CO-EDUCATIONAL SIXTH FORM
Required for September 1985 a graduate with a degree in Chemistry to teach throughout the school. The school is a day school for boys and girls, and is a member of the Church of England. The school is well equipped with a well-stocked library and a well-stocked sports hall. The school is a member of the Church of England.
Applications with curriculum vitae and names and addresses of two referees to the Headmistress as soon as possible.
(02505) 184224

KENT
BENEDICT'S SCHOOL
Cranbrook, Kent TN17 4AA
(Independent): 400 girls 11-18
Required for September 1985 a graduate with a degree in Chemistry to teach throughout the school. The school is a day school for boys and girls, and is a member of the Church of England. The school is well equipped with a well-stocked library and a well-stocked sports hall. The school is a member of the Church of England.
Applications with curriculum vitae and names and addresses of two referees to the Headmistress as soon as possible.
(02505) 184224

KENT
COMBE BANK SCHOOL
Independent R.C. School
for Girls, 18 years
Required for September 1985 a graduate with a degree in Chemistry to teach throughout the school. The school is a day school for boys and girls, and is a member of the Church of England. The school is well equipped with a well-stocked library and a well-stocked sports hall. The school is a member of the Church of England.
Applications with curriculum vitae and names and addresses of two referees to the Headmistress as soon as possible.
(02505) 184224

KENT
SCHOOL OF TRINITY CONVENT
81 Pligstow Lane, Bromley
Required for September 1985 a graduate with a degree in Chemistry to teach throughout the school. The school is a day school for boys and girls, and is a member of the Church of England. The school is well equipped with a well-stocked library and a well-stocked sports hall. The school is a member of the Church of England.
Applications with curriculum vitae and names and addresses of two referees to the Headmistress as soon as possible.
(02505) 184224

MALAYSIA
Experienced Graduate
Teachers living in Greater London, wanted for permanent or part-time positions in a variety of schools. The school is a day school for boys and girls, and is a member of the Church of England. The school is well equipped with a well-stocked library and a well-stocked sports hall. The school is a member of the Church of England.
Applications with curriculum vitae and names and addresses of two referees to the Headmistress as soon as possible.
(02505) 184224

WARWICKSHIRE
RUGBY SCHOOL
Required for September 1985 a graduate with a degree in Chemistry to teach throughout the school. The school is a day school for boys and girls, and is a member of the Church of England. The school is well equipped with a well-stocked library and a well-stocked sports hall. The school is a member of the Church of England.
Applications with curriculum vitae and names and addresses of two referees to the Headmistress as soon as possible.
(02505) 184224

CHESHIRE
ST ANDREW'S COLLEGE
Hale Barns
Independent R.C. School
(Boys)
670 day boys 120 in Sixth Form
Required for September 1985 a graduate with a degree in Chemistry to teach throughout the school. The school is a day school for boys and girls, and is a member of the Church of England. The school is well equipped with a well-stocked library and a well-stocked sports hall. The school is a member of the Church of England.
Applications with curriculum vitae and names and addresses of two referees to the Headmistress as soon as possible.
(02505) 184224

CONVENT OF THE NATIVITY
Nativity, Kent ME10 1AE
Independent Day School for Girls (4-18 years)
Required for September 1985 a graduate with a degree in Chemistry to teach throughout the school. The school is a day school for boys and girls, and is a member of the Church of England. The school is well equipped with a well-stocked library and a well-stocked sports hall. The school is a member of the Church of England.
Applications with curriculum vitae and names and addresses of two referees to the Headmistress as soon as possible.
(02505) 184224

READING
THE ABBEY SCHOOL
Reading
Independent
BIOLOGY GRADUATE
Required for September 1985 a graduate with a degree in Chemistry to teach throughout the school. The school is a day school for boys and girls, and is a member of the Church of England. The school is well equipped with a well-stocked library and a well-stocked sports hall. The school is a member of the Church of England.
Applications with curriculum vitae and names and addresses of two referees to the Headmistress as soon as possible.
(02505) 184224

SOMERSET
KING'S SCHOOL
Bridgwater
Required for September 1985 a graduate with a degree in Chemistry to teach throughout the school. The school is a day school for boys and girls, and is a member of the Church of England. The school is well equipped with a well-stocked library and a well-stocked sports hall. The school is a member of the Church of England.
Applications with curriculum vitae and names and addresses of two referees to the Headmistress as soon as possible.
(02505) 184224

STOKE-ON-TRENT
ST. JOSEPH'S COLLEGE
Trent Vale, Stoke-on-Trent
Tel: 0782 48009
Required for September 1985 a graduate with a degree in Chemistry to teach throughout the school. The school is a day school for boys and girls, and is a member of the Church of England. The school is well equipped with a well-stocked library and a well-stocked sports hall. The school is a member of the Church of England.
Applications with curriculum vitae and names and addresses of two referees to the Headmistress as soon as possible.
(02505) 184224

SURREY
WATSON'S ROAD SCHOOL
Woking, Surrey
Required for September 1985 a graduate with a degree in Chemistry to teach throughout the school. The school is a day school for boys and girls, and is a member of the Church of England. The school is well equipped with a well-stocked library and a well-stocked sports hall. The school is a member of the Church of England.
Applications with curriculum vitae and names and addresses of two referees to the Headmistress as soon as possible.
(02505) 184224

WESTWOOD HOUSE SCHOOL
PETERBOROUGH, CAMBS.
(A Woodard School - Girls Day/Boarding)
requires for September 1985 a teacher of
PHYSICAL EDUCATION
and a teacher of
GEOGRAPHY/HISTORY
Both posts are non-resident but preference will be given to those wishing to assist with boarders' club activities.
Further details may be obtained from the Headmistress (please enclose S.A.E.)

CHESHIRE
ST ANDREW'S COLLEGE
Hale Barns
Independent R.C. School
(Boys)
670 day boys 120 in Sixth Form
Required for September 1985 a graduate with a degree in Chemistry to teach throughout the school. The school is a day school for boys and girls, and is a member of the Church of England. The school is well equipped with a well-stocked library and a well-stocked sports hall. The school is a member of the Church of England.
Applications with curriculum vitae and names and addresses of two referees to the Headmistress as soon as possible.
(02505) 184224

CONVENT OF THE NATIVITY
Nativity, Kent ME10 1AE
Independent Day School for Girls (4-18 years)
Required for September 1985 a graduate with a degree in Chemistry to teach throughout the school. The school is a day school for boys and girls, and is a member of the Church of England. The school is well equipped with a well-stocked library and a well-stocked sports hall. The school is a member of the Church of England.
Applications with curriculum vitae and names and addresses of two referees to the Headmistress as soon as possible.
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SURREY
WATSON'S ROAD SCHOOL
Woking, Surrey
Required for September 1985 a graduate with a degree in Chemistry to teach throughout the school. The school is a day school for boys and girls, and is a member of the Church of England. The school is well equipped with a well-stocked library and a well-stocked sports hall. The school is a member of the Church of England.
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(02505) 184224

WESTWOOD HOUSE SCHOOL
PETERBOROUGH, CAMBS.
(A Woodard School - Girls Day/Boarding)
requires for September 1985 a teacher of
PHYSICAL EDUCATION
and a teacher of
GEOGRAPHY/HISTORY
Both posts are non-resident but preference will be given to those wishing to assist with boarders' club activities.
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LONDON
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(02505) 184224

SOMERSET
SHAWPICK SENIOR SCHOOL
Bridgwater
Required for September 1985 a graduate with a degree in Chemistry to teach throughout the school. The school is a day school for boys and girls, and is a member of the Church of England. The school is well equipped with a well-stocked library and a well-stocked sports hall. The school is a member of the Church of England.
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Further details may be obtained from the Headmistress (please enclose S.A.E.)

English
Heads of Department
LONDON
ST. LULIA'S PREPARATORY SCHOOL
Colindale, London NW9 1ST
Required for September 1985 a graduate with a degree in English to teach throughout the school. The school is a day school for boys and girls, and is a member of the Church of England. The school is well equipped with a well-stocked library and a well-stocked sports hall. The school is a member of the Church of England.
Applications with curriculum vitae and names and addresses of two referees to the Headmistress as soon as possible.
(02505) 184224

Other Assistants
HERTFORDSHIRE
ALDWICKSBURY SCHOOL
Aldwicksbury, Herts
Required for September 1985 a graduate with a degree in Chemistry to teach throughout the school. The school is a day school for boys and girls, and is a member of the Church of England. The school is well equipped with a well-stocked library and a well-stocked sports hall. The school is a member of the Church of England.
Applications with curriculum vitae and names and addresses of two referees to the Headmistress as soon as possible.
(02505) 184224

Geography
Other Assistants
KENT
HOLMEWOOD HOUSE
Bridgwater
Required for September 1985 a graduate with a degree in Chemistry to teach throughout the school. The school is a day school for boys and girls, and is a member of the Church of England. The school is well equipped with a well-stocked library and a well-stocked sports hall. The school is a member of the Church of England.
Applications with curriculum vitae and names and addresses of two referees to the Headmistress as soon as possible.
(02505) 184224

LONDON
UNIVERSITY COLLEGE
Required for September 1985 a graduate with a degree in Chemistry to teach throughout the school. The school is a day school for boys and girls, and is a member of the Church of England. The school is well equipped with a well-stocked library and a well-stocked sports hall. The school is a member of the Church of England.
Applications with curriculum vitae and names and addresses of two referees to the Headmistress as soon as possible.
(02505) 184224

SURREY
SCATCLIFFE SCHOOL
Woking, Surrey
Required for September 1985 a graduate with a degree in Chemistry to teach throughout the school. The school is a day school for boys and girls, and is a member of the Church of England. The school is well equipped with a well-stocked library and a well-stocked sports hall. The school is a member of the Church of England.
Applications with curriculum vitae and names and addresses of two referees to the Headmistress as soon as possible.
(02505) 184224

OXFORDSHIRE
ST. HUGH'S SCHOOL
Oxford
Required for September 1985 a graduate with a degree in Chemistry to teach throughout the school. The school is a day school for boys and girls, and is a member of the Church of England. The school is well equipped with a well-stocked library and a well-stocked sports hall. The school is a member of the Church of England.
Applications with curriculum vitae and names and addresses of two referees to the Headmistress as soon as possible.
(02505) 184224

Other Assistants
BUCKINGHAMSHIRE
THORPE HOUSE SCHOOL
High Wycombe
Required for September 1985 a graduate with a degree in Chemistry to teach throughout the school. The school is a day school for boys and girls, and is a member of the Church of England. The school is well equipped with a well-stocked library and a well-stocked sports hall. The school is a member of the Church of England.
Applications with curriculum vitae and names and addresses of two referees to the Headmistress as soon as possible.
(02505) 184224

Mathematics
Heads of Department
SUSSEX
CLAYDON HOUSE
Brighton
Required for September 1985 a graduate with a degree in Mathematics to teach throughout the school. The school is a day school for boys and girls, and is a member of the Church of England. The school is well equipped with a well-stocked library and a well-stocked sports hall. The school is a member of the Church of England.
Applications with curriculum vitae and names and addresses of two referees to the Headmistress as soon as possible.
(02505) 184224

COLLEGES OF FURTHER EDUCATION

DURHAM COUNTY COUNCIL
LECTURER GRADE I IN HOME ECONOMICS
Applications are invited from suitably qualified persons for the post of Lecturer Grade I in Home Economics and Community Care, to teach on a variety of courses. The post is full-time and involves a variety of duties. Salary: £9,500 - £10,500 p.a. Further details and application forms available from the Principal, Durham College of Further Education, 555-560 upon receipt of a stamped, addressed envelope. Closing date: 28.04.85

HAMPSHIRE COLLEGE OF FURTHER EDUCATION
LECTURER GRADE I IN HOME ECONOMICS
Applications are invited from suitably qualified persons for the post of Lecturer Grade I in Home Economics and Community Care, to teach on a variety of courses. The post is full-time and involves a variety of duties. Salary: £9,500 - £10,500 p.a. Further details and application forms available from the Principal, Hampshire College of Further Education, 555-560 upon receipt of a stamped, addressed envelope. Closing date: 28.04.85

DUDLEY METROPOLITAN COLLEGE OF FURTHER EDUCATION
LECTURER GRADE I IN HOME ECONOMICS
Applications are invited from suitably qualified persons for the post of Lecturer Grade I in Home Economics and Community Care, to teach on a variety of courses. The post is full-time and involves a variety of duties. Salary: £9,500 - £10,500 p.a. Further details and application forms available from the Principal, Dudley Metropolitan College of Further Education, 555-560 upon receipt of a stamped, addressed envelope. Closing date: 28.04.85

HEARTFORDSHIRE COLLEGE OF FURTHER EDUCATION
LECTURER GRADE I IN HOME ECONOMICS
Applications are invited from suitably qualified persons for the post of Lecturer Grade I in Home Economics and Community Care, to teach on a variety of courses. The post is full-time and involves a variety of duties. Salary: £9,500 - £10,500 p.a. Further details and application forms available from the Principal, Heartfordshire College of Further Education, 555-560 upon receipt of a stamped, addressed envelope. Closing date: 28.04.85

HEREFORD AND WORCESTER COUNTY COUNCIL
LECTURER GRADE I IN HOME ECONOMICS
Applications are invited from suitably qualified persons for the post of Lecturer Grade I in Home Economics and Community Care, to teach on a variety of courses. The post is full-time and involves a variety of duties. Salary: £9,500 - £10,500 p.a. Further details and application forms available from the Principal, Hereford and Worcester County Council, 555-560 upon receipt of a stamped, addressed envelope. Closing date: 28.04.85

ISLE OF WIGHT COLLEGE OF FURTHER EDUCATION
LECTURER GRADE I IN HOME ECONOMICS
Applications are invited from suitably qualified persons for the post of Lecturer Grade I in Home Economics and Community Care, to teach on a variety of courses. The post is full-time and involves a variety of duties. Salary: £9,500 - £10,500 p.a. Further details and application forms available from the Principal, Isle of Wight College of Further Education, 555-560 upon receipt of a stamped, addressed envelope. Closing date: 28.04.85

Wiltshire

Wiltshire County Council

TROWBRIDGE TECHNICAL COLLEGE

REQUIRED FOR 1st SEPTEMBER 1985:
LECTURER I to be responsible for Beauty and Beauty Therapy Courses in the Hairdressing and Beauty Section.
LECTURER II in DISPLAY DESIGN or GRAPHICS, preferably with teaching experience, to be Course Tutor for BTEC National Diploma in Display Design.
LECTURER I in BUSINESS STUDIES, to teach Business Studies on a wide range of courses. The ability to offer Accounts would be an advantage.
LECTURER I (TEMPORARY) in DISTRIBUTION STUDIES, to teach Distribution on VTS and C.P.V.E. courses. The ability to offer general Business Studies/Commerce would be an advantage.
LECTURER I in BIOLOGY, to teach primarily BTEC Levels I, II and III Biology, Cell Biology, Microbiology and Biochemistry and 'O' and 'A' Level B.C.E. and Human Biology. The ability to teach 'O' Level Physics and/or Maths would also be an advantage.
LECTURER I to act as Course Tutor and to teach the VTS (Mode B2) Work Skills Course and the general C.P.V.E. courses.
LECTURER I in HOME ECONOMICS/CHILD AND COMMUNITY CARE, to teach on City and Guilds Home Economics for Family and Community Care and C.P.V.E. courses, and to be Tutor for an H.E.F.C. group.
LECTURER I in PROFESSIONAL COOKERY, to teach on a variety of courses including City and Guilds Cooks Professional Certificate, C.P.V.E. and Short Courses for local employers. A background in catering would be an advantage.
Salaries: Lecturer I - £9,500 - £10,500; Lecturer II - £7,500 - £8,500.
Further details and application forms obtainable from The Principal's Secretary, Trowbridge Technical College, College Road, Trowbridge, Wiltshire BA14 6GS. (Telephone: Trowbridge (0224) 62241). (10208)

DERBY COLLEGE OF FURTHER EDUCATION

LECTURER GRADE 11

IN INFORMATION TECHNOLOGY
Salary Scale £7,548 - £12,099
Applications are invited for the above post to lead in all aspects of information technology teaching in prison. This is a new post, offering suitably qualified candidates an opportunity to develop new areas of work as well as contribute to existing courses, including BTEC computing education units. We are seeking a good communicator with wide experience in computing and information technology.
Application forms and further details available from:-
The Chief Administration Officer, Derby College of Further Education, Wilmore, Derby DE2 8UG.
Closing date for receipt of applications: 26th April 1985.
Derbyshire County Council is an Equal Opportunity Employer. (10274)

NORTHAMPTONSHIRE TRESHAM COLLEGE

Required for September, 1985
Applications are invited from suitably qualified and/or experienced persons for the following posts:
Lecturer II in Management Studies
Candidates should be able to offer Production Management/Operations Management and/or Marketing. Duties will be at the Kettering and Corby Centres, and possibly Nene College, Northampton. Much of the work may be undertaken in the evening.
Lecturer I in Catering
The post, based at the Corby Centre, involves teaching of trade cookery to City and Guilds 708/2 level. Larder experience is also essential.
Lecturer I in Adult Education
The post will be concerned with the organisation of the College's provision of non-vocational adult education in Kettering and Corby. Applicants should be suitably qualified, with a background in Adult Education and sound organisational abilities.
For further details and an application form, please contact the Principal, Tresham College, Silsby's Road, Kettering, Northamptonshire, NN16 9JG. (Telephone: Kettering 55333).

DERBY COLLEGE OF FURTHER EDUCATION

DEPARTMENT OF HOTEL CATERING & CREATIVE

LI PROFESSIONAL COOKERY/CATERING AND SUBJECTS/COOKING AND

Candidates will be required to teach in at least two of the above areas of work up to City and Guilds 708/2 and BTEC Diploma level. (Applicants should have relevant industrial experience and professional qualifications. Previous teaching experience and a teaching qualification would be an advantage).

LI BEAUTY THERAPY

Candidates will be required to teach full and part-time students in international Beauty and Beauty Therapy. Previous teaching experience and a teaching qualification would be an advantage.

DEPARTMENT OF BUSINESS STUDIES

LI IN BTEC NATIONAL BUSINESS STUDIES CORE

Applications are invited for the above post with effect from 1st September 1985. A teacher trained graduate with school experience is required.

SALARY: £11,000 - £12,000

Further details and application forms (S.A.E. please) returnable within 3 weeks of the date of this advertisement. 230764

HAMPSHIRE COLLEGE OF FURTHER EDUCATION

LECTURER GRADE I IN HOME ECONOMICS

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HEARTFORDSHIRE COLLEGE OF FURTHER EDUCATION

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HEREFORD AND WORCESTER COUNTY COUNCIL

LECTURER GRADE I IN HOME ECONOMICS

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ISLE OF WIGHT COLLEGE OF FURTHER EDUCATION

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BERKSHIRE LANGLEY COLLEGE OF FURTHER EDUCATION

Applications are invited for the following posts available from 1st September 1985:

LECTURERS II IN:

Electronics
Nursing

LECTURERS I IN:

Electrical Installation
Electronics
Hairdressing
Physics
General & Communication Studies
Brickwork (1 year contract)

Applicants should have appropriate qualifications and experience for the relevant post.
Salary Scale (under review):
Lecturer I: £9,100-£10,770
Lecturer II: £7,800-£12,357

Berkshire has a scheme for assisting with removal expenses. Berkshire County Council is an equal opportunity employer. Further information and application forms from: The Registrar, Langley College of Further Education, Station Road, Langley, Bucks. MK14 6BY. Please enclose a stamped, addressed, foolscap envelope. Closing date: Wednesday, 8th May, 1985

HUMBERSIDE COUNTY COUNCIL NORTH LINDSEY COLLEGE OF TECHNOLOGY

Kingsway, Scunthorpe, DN17 1AA

Required for September, 1985

LECTURER II IN TRAVEL AND TOURISM

to establish the BTEC National course with the range of Travel and Tourism options. Relevant qualifications, together with extensive experience in Travel and Tourism including Tour Operations, are required. Teaching experience is desirable.

LECTURER II IN BEAUTY THERAPY

to be responsible for the Beauty Therapy Unit including the Beauty Therapy and related subjects. Relevant qualifications and teaching experience would be an advantage.

Salary: - Burnham F.E. Scale £7,548 - £12,099.

Further details and an application form may be obtained from the Principal (large S.A.E. please).
Closing date: 7th May, 1985.

BERKSHIRE LANGLEY COLLEGE OF FURTHER EDUCATION

Applications are invited for the following posts available from 1st September 1985:

LECTURERS II IN:

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Nursing

LECTURERS I IN:

Electrical Installation
Electronics
Hairdressing
Physics
General & Communication Studies
Brickwork (1 year contract)

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Further details and an application form may be obtained from the Principal (large S.A.E. please).
Closing date: 7th May, 1985.

Ferranti Computer Systems Ltd

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Enhance your skills with a major British company in 'high tech'

Attractive salaries & benefits...excellent career prospects... Manchester

The Ferranti name represents outstanding international achievements in 'high tech'. We at CHEADLE HEATH DIVISION have made a major contribution to this success by extending the frontiers of advanced real time computer systems for a diverse range of applications.

At Cheadle Heath we are now seeking to recruit the Managers of tomorrow. If you are currently teaching or lecturing in the field of Computer Science, Physics or Electronics have you ever thought of applying your skills to modern computer systems technology and enhancing your career development with a major British company?

To find out more about the opportunities available please contact Mr. John R. Smith, Recruitment Officer, Ferranti Computer Systems Ltd, Cheadle Heath, Stockport SK5 5XQ.

Specifically we have opportunities for:

- Software Team Leader
- Senior Design Engineer
- Senior Software Engineer
- Senior Project Engineer
- Design Engineer
- Software Engineer
- Project Engineer



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Selling technology

**NEWCASTLE
UPON TYNE
CITY OF NEWCASTLE UPON
TYNE**

DESIGN
LECTURER GRADE I IN
PHOTOGRAPHY
A Lecturer Grade I is required to teach Photography courses in the College of Arts and Sciences and Higher Diploma courses.
Applicants should possess a B.A. (Hons.) or equivalent in Creative Photography or have technical experience in essential photographic processes.
Candidates to commence on 1 September 1985 or as soon as possible thereafter.
FEES AND SALARY SCALE: £8,910 to £10,512.
Application forms and further particulars are available from the Personnel Office, College of Arts and Sciences, University of Newcastle upon Tyne NE1 7RU.

**Collages of
Higher Education**

Other Appointments

BALING
PROJECT ASSISTANT
LOCAL COLLABORATIVE
PROJECT
(based at Baling Collage of
Higher Education)
A temporary one year post
available for a project assist-
ant to assist in the investiga-
tion of the effects of Informa-
tion Technology on Distribu-
tive Trades and the impli-
cations for education &
training.
Qualification - a Social Sci-
ences or Education degree &
some knowledge of computers.
An interest in or experience
in is a prerequisite.
Salary - £6,848 (tinclud-
ing London Allowance).
Application forms and fur-
ther information from the
Chief Education Officer, Bal-
ling Collage of Higher Educa-

- Higher Education, St Mary
- Road, Ealing W5 8RF by J.M.

1985. (35787) 34001

KENT

CHRIST CHURCH COLLEGE
OF HIGHER EDUCATION.
DEPARTMENT OF
MATHEMATICS AND
COMPUTING

Required for the beginning of the autumn term 1985. Lecturer 17/tenor Lecturer to a mathematics department. Initial and in-service lecture training courses. Lecturers must be successful applicants must well qualified and have a successful successful experience in teaching Mathematics schools. The college has approximately 10000 students. Masters, B.Sc. and B.A. degrees, PGCE, advanced diploma and diploma in Education.

Salary Scale: Lecturer £14,061 p.a. Lecturer £7,848 p.a.

For further details visit Mrs Jean Long, Person Assistant to Principal, Christ Church College, Canterbury enclosing a stamped address envelope, to whom applications should be sent not later than 7 May. (35850) 34002

CON INSTITUTE OF

Following posts within the Institute:

SCHOOL OF ART AND DESIGN
Department IV + Faculty Allowance)

SCHOOL OF BUSINESS AND MANAGEMENT
Department VI + Faculty Allowance)

SCHOOL OF TECHNOLOGY
Department IV + Faculty Allowance)

SCHOOL OF COLLEGE OF FINE ARTS STUDIES
Department VI + Faculty Allowance)

Department IV - £14,798-£16,678
Department VI - £17,397-£19,170
Department IV - £1,178

Applications may be obtained from The Personnel Office of Higher Education, East Park Terrace, Leeds: (0703) 229381 Ext. 312 to whom to write (1985).

Please send your application in a self-addressed envelope.

Further details and application forms may be obtained from the Personnel Officer, The Queen's University of Belfast, Northern Ireland, BT7 1NN, or telephone Belfast 24 ext 3041.

ADULT EDUCATION
continued

EAST SUSSEX
COMMUNITY TUTOR
and **YOUTH & COMMUNITY SERVICE**
(185544) 440000

HARINGEY
LONDON BOROUGH OF
HARINGEY ADULT EDUCATION SERVICE
APPOINTMENT OF TWO TUTOR NUMERACY
Lecturer Grade 1 (£6,048 - £11,580 inc of London weighting)
The Adult Literacy and Basic Skills Unit is sponsoring a project to develop numeracy work in Haringey, in association with the Haringey Adult Education Service. We are looking for two Tutor Numeracy workers who will help to develop numeracy classes to meet the needs of the community and to be able to evaluate the effectiveness of a variety of teaching styles and modes of provision. The successful candidates will be expected to show a commitment to flexible, individualised provision. Application forms and further particulars may be obtained from the Director of Education, Haringey Adult Education Service, 48-52 Station Road, Green, London N15 4YU. Forms returnable by 31st May 1985. Closing date 1st May 1985. (185544) 440000

Youth and Community Service

REDDITCH
PALACE THEATRE
COMMUNITY THEATRE
DIRECTOR
We are looking for an experienced professional theatre director, somebody dynamic, enthusiastic and motivated to encourage and develop the active participation of the community in direct productions, run workshops and be responsible for the artistic policy of the theatre. Application forms and further details of the post available from the Director of Education, Redditch Community Theatre, 48-52 Station Road, Green, London N15 4YU. Forms returnable by 31st May 1985. Closing date 1st May 1985. (185544) 440000

ROSEBERRY TRAINING WORKSHOP
Unit 12, Roseberry Industrial Estate
MANAGER
ROSEBERRY TRAINING WORKSHOP
SENIOR LECTURER
£12,213 - £15,099 inc LW
Candidates should have appropriate qualifications and varied experience in working with young people, including experience in further education/training. Duties will include the supervision of staff and trainees, and the development and implementation of relevant training programmes in a 40 place M.S.C. training workshop. Application forms and further details of the post available from the Director of Education, Redditch Community Theatre, 48-52 Station Road, Green, London N15 4YU. Forms returnable by 31st May 1985. Closing date 1st May 1985. (185544) 440000

Haringey
Progress with humanity
Haringey is an equal opportunities employer. We welcome your application which will be considered on merit, irrespective of race, religion, status, sex or any disability you may have.

National Adult Literacy Agency
is establishing the first staff team and invites applications for the following posts:
FULL-TIME ORGANISER/DEVELOPMENT WORKER
To advise the Executive Committee on all aspects of the agency and to co-ordinate its work especially in developing regional support services for literacy schemes.
Salary Scale: £7,922-£14,976.
PART-TIME DEVELOPMENT WORKER
To assist in developing regional support services for literacy schemes.
16 hours per week. Salary Scale: £4,074-£7,703.
PART-TIME ADMINISTRATOR/SECRETARY
To assist in the administration and financial management of the agency.
18 hours per week. Salary Scale: £3,163-£5,260.
Applications for the first two posts should have substantial experience of literacy work.
Further details and application forms from, and informal enquiries to: Bernadette Brady, Chairperson, National Adult Literacy Agency, 3 Mountjoy Sq., Dublin 1. Phone: 745277/743251.
CLOSING DATE FOR APPLICATION: 5pm Friday 10th May 1985. (185544) 440000

CAMBRIDGESHIRE
Equal Opportunity Employer
SENIOR EDUCATION OFFICER
Cambridge, Peterborough
£25,000
Principal: Mr W.R. Stirling
Group 9
Required for September 1985.

Senior Community Education Tutor
The Principal, F.E. Seals, is looking for a Senior Community Education Tutor to work in the Haringey Adult Education Service. The post is a purpose built Community School opened in 1978 in the heart of Orton Centre, a shopping/business precinct. Possible housing assistance.
Further details and an application form available from the Principal, the above address (a.s.e. first class). Closing date 30th April 1985. (00281) 440000

DORSET
YOUTH SERVICE
Applications are invited from persons who are qualified in youth work and have proven good experience of Centre based youth work for the post of Youth Worker at Dorset Youth Centre, Weymouth.
The purpose of the post is to provide an advance residential area situated some 1.5 miles from the Dorset Youth Centre. For informal discussions about the post, please contact the Director of Education, Dorset Youth Centre, 48-52 Station Road, Green, London N15 4YU. Forms returnable by 31st May 1985. Closing date 1st May 1985. (185544) 440000

EAST SUSSEX
Required from July 1: DISTRICT YOUTH WORKER (JNC Range 3, £12,210-£13,191 p.a.)
An experienced youth worker, with a minimum of 3 years' experience in the area of the County, with the ability to run a youth club and develop, support and co-ordinate a variety of work provision in a large urban area. Allocation grants available in approved cases.
Application forms (with application fee) and details of the post available from the Director of Education, East Sussex County Council, County Hall, Brighton, BN1 1QJ. Tel: 01323 475400. Fax: 01323 475401. Closing date: 31st May 1985. (185544) 440000

KINGSTON UPON THAMES
DIRECTOR OF EDUCATION
and **YOUTH & COMMUNITY WORKER**
JNC Range 3 (points 3-7) £20,027 - £21,008 per annum
Applications should be qualified in youth work and have proven good experience of Centre based youth work for the post of Youth Worker at Dorset Youth Centre, Weymouth.

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LEICESTERSHIRE COUNTY COUNCIL
An Equal Opportunity Employer
YOUTH COUNCILS DEVELOPMENT WORKER
Applications are invited from those suitably qualified and experienced for the above post which will be a full-time position with JNC Range 3 points 3-7 (£7,866 - £8,844). The post holder will be responsible for the development of youth councils in the County, and will be involved in the recruitment, training and supervision of youth workers. The post holder will also be responsible for the development of youth councils in the County, and will be involved in the recruitment, training and supervision of youth workers.

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EAST SUSSEX
UCKFIELD SCHOOL
Downview Crescent, Uckfield
£25,000
Principal: Mr W.R. Stirling
Group 9
Required for September 1985.

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LANCASHIRE COUNTY COUNCIL
An Equal Opportunity Employer
LANCASHIRE DISTRICT YOUTH SERVICE
Storey House Lane, Lancaster
Required 1st October 1985.
Scale - JNC Range 3 (P.A. 1-3) £7,866 - £8,844 p.a. Based at the Roman Catholic Youth Club, Lancaster, to act as a resource person for Roman Catholic Youth Work in the District.

Senior Community Education Tutor
The Principal, F.E. Seals, is looking for a Senior Community Education Tutor to work in the Haringey Adult Education Service. The post is a purpose built Community School opened in 1978 in the heart of Orton Centre, a shopping/business precinct. Possible housing assistance.
Further details and an application form available from the Principal, the above address (a.s.e. first class). Closing date 30th April 1985. (00281) 440000

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Royal County of BERKSHIRE
Youth and Community Worker
DEE PARK YOUTH AND COMMUNITY CENTRE
£20,103 to £29,067
A qualified and experienced Youth and Community Worker is required for this post to open and develop this new centre which incorporates indoor and outdoor facilities in a building imaginatively converted from an existing two storey garage building into a Youth and Community Centre. The post holder will be responsible for the development of youth councils in the County, and will be involved in the recruitment, training and supervision of youth workers. The post holder will also be responsible for the development of youth councils in the County, and will be involved in the recruitment, training and supervision of youth workers.

MANCHESTER
GREATER MANCHESTER
YOUTH & COMMUNITY WORKER
The Greater Manchester Youth & Community Service is seeking a Youth & Community Worker to work in the City of Manchester. The post holder will be responsible for the development of youth councils in the County, and will be involved in the recruitment, training and supervision of youth workers. The post holder will also be responsible for the development of youth councils in the County, and will be involved in the recruitment, training and supervision of youth workers.

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Royal County of BERKSHIRE
Detached Youth and Community Worker
Reading Detached Youth Unit
Up to £20,067
A qualified worker is required to join the Unit of two workers, equal in grade and responsibility. The Unit aims to make contact with young people in the 14-21 age range using the detached work method of approach. An active Management Committee is both supporting the work and developing its own understanding of the social educational methods involved. Appropriate skills will include individual and group relationship skills and the ability to encourage greater adult awareness of the needs of young people.
For informal discussion telephone Mr. John Lee, District Youth & Community Officer on Reading 487280 or Ms. Anna Mountain, Detached Youth & Community Worker on Reading 885141.
Senior Youth and Community Worker
The Youth & Community Centre, Maidenhead
£20,103 to £29,067
A qualified worker is required to join the Unit of two workers, equal in grade and responsibility. The Unit aims to make contact with young people in the 14-21 age range using the detached work method of approach. An active Management Committee is both supporting the work and developing its own understanding of the social educational methods involved. Appropriate skills will include individual and group relationship skills and the ability to encourage greater adult awareness of the needs of young people.
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ASSISTANT YOUTH WORKER
(full-time)
Ref no: CML/1485/CO
Southmead Youth Centre, Bristol.
Salary Scale: JNC 3 (1-5) £7,866 - £8,844
Assistance with removal expenses where appropriate.
Applicants should be qualified in accordance with JNC Conditions of Service for Youth and Community Workers and should have appropriate experience in full- or part-time capacity. Persons with voluntary experience will also be considered.
Further details and application forms, returnable by 17th May, from Director of Personnel (Tel. Bristol 286565 - Answer on this number after office hours), PO Box 270, Avon House, The Haymarket, Bristol, BS99 7HE.
Avon is an equal opportunities employer.
Please quote reference number.
Community Leisure Department
Youth Service
(10272)

Youth and Community Worker
Brockwell Boys Club
Up to £20,067
The club is seeking a Youth and Community Worker to work in the City of Manchester. The post holder will be responsible for the development of youth councils in the County, and will be involved in the recruitment, training and supervision of youth workers. The post holder will also be responsible for the development of youth councils in the County, and will be involved in the recruitment, training and supervision of youth workers.

Avon COUNTY COUNCIL
ASSISTANT YOUTH WORKER
(full-time)
Ref no: CML/1485/CO
Southmead Youth Centre, Bristol.
Salary Scale: JNC 3 (1-5) £7,866 - £8,844
Assistance with removal expenses where appropriate.
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Please quote reference number.
Community Leisure Department
Youth Service
(10272)

Area Youth Worker
- Grantham Earsfield
Experienced and qualified youth workers are invited to apply for this post based at Earsfield Youth Centre, Grantham. The new purpose built Earsfield Youth Centre is due to be completed in Summer 1985.
Duties will involve professional support to maintained and voluntary youth groups in the area as well as the management of the base centre. The person appointed will join a County team of 23 members.
JNC conditions and salary range 3, points 4 - 8, £8,595 - £9,851. Removal expenses will be payable in approved circumstances.
Application form and further details are available from the Director of Education (FE/PJC), Education Department, County Offices, Newark, Lincolnshire LN1 1YO.
Closing date: 3rd May 1985
Lincolnshire County Council
(10271)

LONDON
Inner London Education Authority
SOUTH LONDON PROJECT
Two full-time youth workers required to complete the team of workers. Experience of youth work with young people in the community is essential. The post holder will be responsible for the development of youth councils in the County, and will be involved in the recruitment, training and supervision of youth workers. The post holder will also be responsible for the development of youth councils in the County, and will be involved in the recruitment, training and supervision of youth workers.

Senior Community Education Tutor
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YOUTH SERVICE
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LEEDS
CITY COUNCIL
EDUCATION
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South Glamorgan County Council
YOUTH AND COMMUNITY SERVICE
1. AREA YOUTH CHAIRMAN FOR THE NORTH BLY AREA OF CARDIFF
The post holder will be responsible for the development of youth councils in the County, and will be involved in the recruitment, training and supervision of youth workers. The post holder will also be responsible for the development of youth councils in the County, and will be involved in the recruitment, training and supervision of youth workers.

ROTHERHAM
METROPOLITAN COUNCIL
EDUCATION
YOUTH TUTOR - MALTYBURY
The Rotherham Metropolitan Council is seeking a Youth Tutor to work in the City of Rotherham. The post holder will be responsible for the development of youth councils in the County, and will be involved in the recruitment, training and supervision of youth workers. The post holder will also be responsible for the development of youth councils in the County, and will be involved in the recruitment, training and supervision of youth workers.

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BRUSSELS
THE BRITISH SCHOOL OF
BRUSSELS
The British School of Brussels is seeking a teacher of Mathematics for September 1985. The post holder will be responsible for the development of youth councils in the County, and will be involved in the recruitment, training and supervision of youth workers. The post holder will also be responsible for the development of youth councils in the County, and will be involved in the recruitment, training and supervision of youth workers.

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DORSET
YOUTH SERVICE
Applications are invited from persons who are qualified in youth work and have proven good experience of Centre based youth work for the post of Youth Worker at Dorset Youth Centre, Weymouth.
The purpose of the post is to provide an advance residential area situated some 1.5 miles from the Dorset Youth Centre. For informal discussions about the post, please contact the Director of Education, Dorset Youth Centre, 48-52 Station Road, Green, London N15 4YU. Forms returnable by 31st May 1985. Closing date 1st May 1985. (185544) 440000

EAST SUSSEX
Required from July 1: DISTRICT YOUTH WORKER (JNC Range 3, £12,210-£13,191 p.a.)
An experienced youth worker, with a minimum of 3 years' experience in the area of the County, with the ability to run a youth club and develop, support and co-ordinate a variety of work provision in a large urban area. Allocation grants available in approved cases.
Application forms (with application fee) and details of the post available from the Director of Education, East Sussex County Council, County Hall, Brighton, BN1 1QJ. Tel: 01323 475400. Fax: 01323 475401. Closing date: 31st May 1985. (185544) 440000

LEEDS
CITY COUNCIL
EDUCATION
YOUTH WORKER IN THE CITY CENTRE
JNC Range 3 (1-5) £7,866 - £8,844 p.a.
The post holder will be responsible for the development of youth councils in the County, and will be involved in the recruitment, training and supervision of youth workers. The post holder will also be responsible for the development of youth councils in the County, and will be involved in the recruitment, training and supervision of youth workers.

South Glamorgan County Council
YOUTH AND COMMUNITY SERVICE
1. AREA YOUTH CHAIRMAN FOR THE NORTH BLY AREA OF CARDIFF
The post holder will be responsible for the development of youth councils in the County, and will be involved in the recruitment, training and supervision of youth workers. The post holder will also be responsible for the development of youth councils in the County, and will be involved in the recruitment, training and supervision of youth workers.

Teachers/Technical Specialists
They're asking for you from Kumasi to Kathmandu.
Voluntary Service Overseas requires teachers of EFL/ESP for posts in, among other places, Thailand, Indonesia and Egypt. We're also looking for teachers of English, modern languages, maths, science, vocational subjects (commerce, secretarial skills, home economics, woodwork, metalwork, agricultural science), specialist teachers of the handicapped and teacher trainers to work in schools and colleges throughout the world.
VSO work - being carried out by some 1,000 volunteers at this moment - has a lasting effect in combating world poverty and hunger.
And each VSO worker returns richly rewarded by the two-year experience.
Applicants should be aged between 20 and 65, without dependants and willing to accept no more than the local rate of pay.
If you have the right qualities and expertise and you're free to go, please believe that you're needed urgently!
If you're unable to go, but you still want to help, send a donation; become a VSO member.
(For more information, please complete and return the coupon.)

VSO VOLUNTARY SERVICE OVERSEAS
I am interested in volunteering my qualifications or experience as:
Please send me a VSO membership card.
I enclose a photograph of £60, £100, £150, £200, £250, £300, £350, £400, £450, £500, £550, £600, £650, £700, £750, £800, £850, £900, £950, £1,000.
Name: _____
Address: _____
Post to: Enquiries Unit, Voluntary Service Overseas, 29 Tavistock Square, London WC1H 9SE.
Channy no 3137

EDUCATION DEVELOPMENT SERVICE

DISTRICT MANAGER (SOUTH DISTRICT)

Salary Scale: £13,886-£14,979
(equivalent to Group 7 Headship).

Applications are invited from experienced teachers to manage a District Centre and lead a team of about 30 professional staff. The person appointed will be responsible to the Senior District Inspector. This is an outstanding opportunity to make an important contribution at a senior level to promoting excellence in education through close involvement with the Inspectorate.

EQUAL OPPORTUNITIES (ETHNIC MINORITIES) TEAM HEAD OF TEAM

£13,886-£14,979 (equivalent to a group 7 Headship). Applications are invited from experienced teachers committed to anti-racism to lead a team whose task will be to help to ensure that the City's education service meets the needs of ethnic minorities, and that racism is effectively tackled, largely through in-service training. Applications for both posts are invited from enthusiastic teachers with a successful teaching background including curriculum development and management in education. Applications will be welcome from all sectors of the education service. Application forms and further particulars are available from the Chief Education Officer (S/O'S), Education Offices, Crown Square, Manchester M60 3BB. Tel. No. 061-234 7188. Closing date 3rd May, 1985. (11222)

MANCHESTER City Council

Manchester City Council is an Equal Opportunity Employer, and we positively welcome applications from women and men, regardless of their race, ethnic or national origin, disability, age, sexuality, or responsibilities for dependants.

Harrow Education

General Education Advisor

Salary: £14,631 - £15,867 inclusive of London Weighting

Applications are invited from well qualified and experienced candidates for these posts. All advisors have general advisory duties with a group of schools.

General Adviser for Music (£13,02)

Applications are invited from well qualified and experienced candidates for these posts. All advisors have general advisory duties with a group of schools.

General Adviser for Home Economics (£13,05)

Responsibilities will include advice on health education, child development courses, food and textiles. Tertiary reorganisation in 1987 includes the development of lower-level catering courses. A car allowance will be payable for both posts. Closing date for applications is 3rd May 1985.

Application forms and further details obtainable from the Assistant Controller of Education Services (Admin), P.O. Box 22, Civic Centre, Harrow, Middlesex, Tel. No. 01-863 5511 ext. 2307/8 quoting either reference E13.04 or E13.05. (11226)

Harrow Education an equal opportunity employer

Administration Local Education Authority continued

Assistant Education Officers

Casework and General Management
(2 posts) Scale PO(M) £11,889-£14,013

Applications are invited for these important posts in the Schools Branch of the Education Department. There are over 800 schools in the county with an establishment of over 13,000 teachers. These officers are responsible to the Senior Assistant Education Officer for a range of professional administrative duties. The Assistant Education Officer - Casework will in particular assist with the handling of appeals arising from the assessment of pupils and the allocation of school places. The Assistant Education Officer - General Management will be responsible primarily for assisting with work relating to teaching staff in schools.

Applicants should be graduates, with administrative and/or teaching experience. Consideration will be given to teachers with successful teaching experience, including at least Head of Department responsibilities, who wish to commence a career in education administration. Assistance with removal and other disturbance expenses is given in approved cases.

Further particulars and an application form are available from B. Ostley, County Education Officer (Ref G/P), Springfield, Maidstone ME14 2LJ. Telephone Maidstone 671411, Ext. 2461. Closing date 10th May 1985. (10228)

KENT COUNTY COUNCIL

Deputy School Catering Officer

Kingston upon Thames

Applications are invited from suitably qualified persons who have the experience and ability to manage on a day-to-day basis the effective operation of catering facilities in the County's 500 schools. Particular responsibilities include managing food cost budgets, staffing levels, pricing structures and the overall training function.

Applicants must have membership of the HCIMA, and appropriate successful experience, preferably in the education service. A training qualification would be an advantage.

The post is based at County Hall, Kingston upon Thames. For further details about the post, please contact the School Catering Officer, Mr. W. Taylor, on 01-848 1050 ext. 3783.

Application form from County Education Officer (NTP), County Hall, Kingston upon Thames, Surrey, KT1 2DJ. Tel: 01-848 1050 ext. 3170. Closing date 3 May 1985. (10286)

SURREY COUNTY COUNCIL

Assistant Director of Education

£16,871-£18,450. Applications are invited from well qualified and experienced men and women for this newly established post to assist in the implementation throughout Derbyshire of the Authority's policies for 'Education for All' in a multi-cultural society. Previous experience in this field is desirable. Essential car user allowance and removal/relocation expenses available. This post will be based at County Offices, Mallock. Application forms and further particulars are available from the Director of Education, County Offices, Mallock, Derbyshire DE4 3AG. Applications should be returned by 10 May 1985.

General Adviser for Secondary Education

Soulbury Scale equivalent to Burnham Headship Group 9

Applications are invited from well qualified and experienced persons for this post. Candidates should have experience of the management, organisation and curriculum planning of secondary schools at Head or Deputy Head. The Adviser will be responsible for the provision of general advice and support for secondary schools in Derby and South Derbyshire. The post is based in Derby. There is a scheme of financial assistance for newly appointed staff including removal, lodging and relocation allowances. An essential user car allowance is available.

Application forms and further details may be obtained from the Director of Education, County Offices, Mallock, DE4 3AG (Telephone 0829 3411, ext. 6425). Applications will not be acknowledged unless stamped, addressed envelope is included. Applications should be made as soon as possible and not later than 3 May 1985. Interviews will be held in mid-May.

DERBYSHIRE County Council

Buckinghamshire County Council

An Equal Opportunity Employer
EDUCATION DEPARTMENT

ASSISTANT EDUCATION OFFICER

AREA EDUCATION OFFICE, AYLESBURY

ASSISTANT EDUCATION OFFICER

AREA EDUCATION OFFICE, MILTON KEYNES
Salary: PO4 (£13,326 - £14,368)

The Assistant Education Officer in each area is responsible for co-ordinating and assisting the Education Officer for that area with the administration of schools. Applicants should be graduates with teaching experience and previous experience in educational administration would be highly desirable.

Further details and application forms from Chief Education Officer (G1), County Hall, Aylesbury, HP20 1UZ. (Telephone Aylesbury 5000 Ext. 8128). Applicants wishing to apply for both posts should state their preference.

Closing date for applications: 3 May 1985. (10288)

Adviser - English

Soulbury H.T.
Group 9 £15,792 - £17,112 p.a.
plus £1,038 (London allowance)

Applications are invited from experienced teachers for the post of Adviser for English. We are looking for someone with a range of successful teaching experience, and evidence of curriculum development work. Experience in in-service training would be an advantage.

He/she will be responsible for English, Language Development and Drama in all Brent educational establishments; and in addition, will have a pastoral link with a group of schools. He/she will work with a team of Advisers led by the Principal and the Phase Advisers and will participate in the programme of Appraisals.

The successful candidate will have an understanding of and commitment to the Borough's anti-racist and equal opportunity policies. Application forms and job description from the Personnel Officer, Room 1, Brent Town Hall, Kings Drive, Wembley, Middlesex, HA9 9BB, returnable by May 14th, telephone 01-923 6171 ext. 4100. (Please enclose foolscap R.A.E.). Closing date 3rd May 1985.

London Borough of BRENT

Brent is an Equal Opportunity Employer

ADMINISTRATION - LEA

continued

RODFORDSHIRE

EDUCATION OFFICERS

Applications are invited from well qualified and experienced teachers for the post of Education Officer. The successful candidate will be responsible for the provision of general advice and support for primary schools in the County. The post is based at County Offices, Mallock. Application forms and further particulars are available from the Director of Education, County Offices, Mallock, Derbyshire DE4 3AG. Applications should be returned by 10 May 1985.

LEICESTERSHIRE COUNTY COUNCIL

An Equal Opportunity Employer

SENIOR ADMINISTRATIVE OFFICER (AWARDS)

SALARY PO140 (£11,259 - £12,343)

Applications are invited for the post of Senior Administrative Officer. The successful candidate will be responsible for the provision of general advice and support for primary schools in the County. The post is based at County Offices, Mallock. Application forms and further particulars are available from the Director of Education, County Offices, Mallock, Derbyshire DE4 3AG. Applications should be returned by 10 May 1985.

Buckinghamshire County Council

An Equal Opportunity Employer

EDUCATION DEPARTMENT

COUNTY ADVISER

- SCIENCE

Burnham HT Group 9

(£15,792 - £17,112 p.a.)

Applicants for this challenging post should have broad and varied experience of teaching science in schools. The successful candidate will be responsible for advising on the development of the teaching of science and will be expected to give leadership and direction to the advisory and support services throughout the County.

Further details and application forms from Chief Education Officer (G1), County Hall, Aylesbury, HP20 1UZ. (Telephone Aylesbury 5000 Ext. 8128). Closing date for applications: 3 May 1985. (10288)

HAMPSHIRE

Education Authority

County Adviser

for Primary and Middle School Education

Soulbury Scale Head Teacher Group 9

This vacancy arises on 1st September 1985 owing to the retirement of Mr. Frank Garwell. The person appointed will act as the lead co-ordinator of the County team of nine Primary Advisers, taking responsibility for their deployment and development as a team, and acting part-time as a Primary Adviser in one of the Authority's eight administrative Areas.

The County Adviser will be based in Winchester and work as required across the County as a whole.

Applications for this post are invited from qualified teachers with both substantial and successful primary experience including headship, and experience of advisory or similar work in a local education authority.

Application forms and further particulars are available from the Education Personnel Unit, The Castle, Winchester SO23 8UG, enclosing a.s.e. or telephone Winchester 54411 Ext. 466 quoting reference CE12021. Closing date for receipt of applications: 3rd May 1985. (10218)

Warwickshire County Council

Education Department

MARKETING CO-ORDINATOR

(£16,098 to £17,877 p.a.)

Applications are invited from well-qualified candidates, with first-hand experience in industrial/commercial marketing and good knowledge of further education, to establish and develop this exciting initiative.

Two-year fixed term contract in first instance. Possibility of secondment from existing post.

Applications and further particulars are available from the County Education Officer (ref: SP/TW/FE), 22 Northgate Street, Warwick CV34 4SR. Telephone 0925 483431 ext. 2554.

Closing date 3rd May, 1985. (11268)

Warwickshire

An Equal Opportunity Employer

EDUCATION

Assistant Education Officer

(Forward Planning)

Principal Officer (posts 43-48) £13,326 - £14,368

County Hall, Beverley.

Applications are invited from suitably qualified and experienced candidates for the post of Assistant Education Officer (Forward Planning) to co-ordinate work in the Education Department related with the planning and use of resources. In consultation with senior officers of the Authority, the person appointed will consider present problems and possible alternative approaches with the aim of making the best use of existing resources and initiating long-term development plans.

Closing date, 6th May 1985.

To obtain application forms, please write including a stamped, addressed envelope to the Director of Education, Staffing Section, County Hall, Beverley, North Humberside, HU1 2BA.

All applicants are considered on the basis of their suitability for the job irrespective of their age, race, sex, or marital status. Disabled candidates whose applications have the written support of their D.R.O. will be guaranteed an interview. (10285)

HUMBERSIDE COUNTY COUNCIL

Assistant Education Officer

Education Department

Salary £11,889-£12,981 p.a.

The post will involve a range of professional administrative duties including work in the schools section and for the Director and Deputy Director of Education.

Candidates should be graduates with teaching experience and the post would be suitable for a teacher wishing to enter education administration, or for a recent entrant seeking to gain wide experience.

Forms and details from the Director of Education, Staffing Section, County Hall, Chichester, PO19 1RF. Tel 0243 777100 Ext. 2308.

Closing date: 3rd May 1985. (10248)

West Sussex COUNTY COUNCIL

Education Department

ADVISORY TEACHERS

(curriculum Support Teachers)

FOR PRIMARY SCHOOL SCIENCE

(2 posts) Burnham Scale 3 or 4 depending on experience and salary

FOR PRIMARY SCHOOL MATHEMATICS

(2 posts) Burnham Scale 3 or 4 depending on experience and present salary

Required from 1st September 1985 for three years in the first instance with the possibility of an extension. Brent teachers may apply for secondment to these posts.

Application forms and further details obtainable from the Director of Education, P.O. Box 1, Chatterfield House, 9 Park Lane, Wembley, Middlesex, HA9 7BW, returnable by 3 May 1985. (10688)

London Borough of Brent

EDUCATION COMMITTEE

ADVISORY TEACHERS

(curriculum Support Teachers)

FOR PRIMARY SCHOOL SCIENCE

(2 posts) Burnham Scale 3 or 4 depending on experience and salary

FOR PRIMARY SCHOOL MATHEMATICS

(2 posts) Burnham Scale 3 or 4 depending on experience and present salary

Required from 1st September 1985 for three years in the first instance with the possibility of an extension. Brent teachers may apply for secondment to these posts.

Application forms and further details obtainable from the Director of Education, P.O. Box 1, Chatterfield House, 9 Park Lane, Wembley, Middlesex, HA9 7BW, returnable by 3 May 1985. (10688)

London Borough of BARKING and DAGENHAM

An Equal Opportunity Employer

Professional Assistant

Salary: £10,134 - £10,784 inclusive.

Casual User Car Allowance

Applications are invited from candidates with suitable qualifications and experience for this post where the duties will be varied, interesting and demanding. Previous holders of this post have normally obtained promotion to more senior posts in educational administration in this Authority or elsewhere. It is hoped to make an appointment from the beginning of the Autumn Term.

Initially, the successful candidate will be attached to a specific branch of the service, but there will be opportunities to gain experience and to work closely with experienced colleagues over a wide range of the activities of an Education Department.

Applicants should possess a Degree and have teaching experience and/or relevant administrative experience. Further details and application forms available from Chief Education Officer, Town Hall, (Room 32), Barking, Essex, IG11 7LJ. (Please enclose foolscap R.A.E.). Closing date 3rd May 1985. (10518)

London Borough of BARKING and DAGENHAM

An Equal Opportunity Employer

GENERAL INSPECTOR OF SCHOOLS - Home Economics

Burnham H.T.8, £14,684-£16,963

Applicants should have good experience in the teaching of Home Economics; the person appointed will be expected to perform the advisory and administrative duties of a general inspector.

(This is a re-designation of the post originally advertised in December 1984; applicants for that post need not re-apply in full but if they still wish to be considered, should write accordingly.)

Application form and job description available from: Town Clerk, Metropolitan Borough of Solihull, P.O. Box 18, Council House, Solihull, West Midlands B37 3QS. Tel: 021-705 6769 Ext. 635 or 021-705 6672 (evenings and weekends) 24-hour answerphone, quoting Ref. No. C1077.

Closing date for receipt of applications: 3rd May, 1985.

Returnable by 6th April 1985. (10577)

HAMPSHIRE

Education Authority

Assistant County Education Officer

(Further and Higher Education)

Grade POA (£16,128 - £17,334)

This post, one of two providing professional support to the Senior Assistant Education Officer, will specialise in F.E. college work and have a distinct role to play in the management and development of the Further Education service in one of the largest Education Authorities in the country.

Applicants should hold a degree, together with a post-graduate qualification, and have teaching or Youth/Community experience (preferably in a Further Education environment) supplemented by a successful managerial track record.

Application forms and further details may be obtained from Education Personnel Unit, The Castle, Winchester SO23 8UG, enclosing a.s.e. or telephone Winchester 54411 Ext. 466 quoting post number CE 01 221.

Closing date for applications: 3rd May 1985. Previous applicants need not re-apply. (10218)

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Application forms and further details may be obtained from Education Personnel Unit, The Castle, Winchester SO23 8UG, enclosing a.s.e. or telephone Winchester 54411 Ext. 466 quoting post number CE 01 221.

Closing date for applications: 3rd May

ADMINISTRATION - LEA continued

HARROW
PRINCIPAL
ADMINISTRATIVE OFFICER
Salary: £15,985 - £17,907 p.a.
Applications are invited for the post of Principal Administrative Officer on the Education Department Civil Service, Harrow, Middlesex, for 35 hours per week.
The Education Department requires a highly skilled administrator to develop and co-ordinate its administrative systems, where possible by the use of electronic data processing and to make a major contribution to the training and development of its administrative and management staff.
The successful candidate may well have a management services background, with a computer bias and will have appropriate qualifications.
Application forms obtainable from and returnable to the Assistant Controller of Education Services (Admin), Civic Centre, Harrow, Middlesex, HA1 2UW. Tel: 01-863 5611. Ext. 2501. **AN EQUAL OPPORTUNITY EMPLOYER** (05167)

Administration General

KENT
THE ROSE BRUFORD
COLLEGE OF SPEECH AND
DRAMA
A full-time ADMINISTRATOR, for support to the Theatre Arts Course, £7,812 to £7,886.
Further particulars and application form from Chief Administrative Officer, Lambory House, Sidcup, Kent, Tel: 01-300 5684.

All advertisements are subject to the conditions of Times Newspapers Ltd, copies of which are available on request.

BIRMINGHAM REGIONAL YOUTH DEVELOPMENT OFFICER BIRMINGHAM AREA

A new post has been created to promote hockey at all levels for young people. This appointment offers an opportunity for innovation and requires a person with drive and enthusiasm as well as the ability to work with many different organisations.
The post is full-time or part-time 2-3 years, commencing on 1st September 1985. The person appointed will be expected to live in or near to the Birmingham area.
Salary: £7,500 to £9,000 (negotiable).
Please send for further details from: The Secretary, All England Women's Hockey Association, Third Floor, Argus House, 38-40 Euston Road, London NW1 2BD. Tel: 01-250 6240. (250677) 500000

Child Care

ROCKLEY POINT SAILING SCHOOL

HOUSEPARENTS
Required to look after youngsters (10-17) outside of school hours, April to September. Basic cooking and ability to enjoy sailing with youngsters in a holiday atmosphere essential.
NON-SMOKER and driver. Full board and wages plus opportunity to sail and windurf.
Apply Rockley Point Sailing School, Hamworthy, Poole, Dorset, or direct to: Poole (02022) 677379. (27708) 540000

NATIONAL FOUNDATION FOR EDUCATIONAL RESEARCH IN ENGLAND AND WALES

RESEARCH OFFICER

Applications are invited for a Research Officer to work on a project to evaluate a computer based system for careers education and guidance. The system, known as JIG-CAL (Job Ideas and Information generator - computer assisted learning), is currently being utilised by a number of LEAs throughout the country as a resource for Careers Teachers and Careers Officers.
The project will be concerned with assessing the extent to which JIG-CAL prepares pupils for their subjects and careers choices, the many questions relating to the implementation of the system by careers practitioners and various technical and resource-related aspects. It will largely consist of a series of case studies conducted in selected schools and LEAs.
Applicants should have a good degree and sound knowledge of research methods in the Social Sciences. Experience of careers education work in schools and the 3rd year option-choice process would be particularly valuable. The project will extend from 1st July 1985 until the end of August 1987.
Salary Scale: £8,450 - £10,720. Placement on scale according to qualifications and experience.
For application forms and further particulars please apply to the Personnel Office, National Foundation for Educational Research in England and Wales, The More, Upton Park, Slough, Berkshire SL1 2DQ. Telephone: Slough 74123. The closing date for applications is 3rd May 1985. (10223)



COMMUNITY PROGRAMME - CHESTER ZOO

Two Assistant Education Officer posts.
These members of staff will assist in the teaching and the schools' support work of the Zoo Education Department. A successful background in Biology and at least some teaching experience are necessary.
The posts are for twenty hours per week, £83.60 p.p. week.
Note: These posts are funded by MSC under the Community Programme. They are provided for people who have been unemployed for some time and who are in personal or indirect receipt of an appropriate State benefit, and usually only such people will be considered.
Applicants should send a full CV and names of two referees to the Senior Education Officer, Chester Zoo, Chester, Cheshire, CH1 1JF. (10223)

ST CHARLES YOUTH TREATMENT CENTRE RESIDENTIAL CHILD CARE OFFICERS NURSES TEACHERS

There are vacancies in the above disciplines for professionally qualified men and women with experience of working with very severely disordered young people.
The Centre offers long-term care, education and treatment within security for boys and girls between the ages of 12 and 19 who are either in the care of Local Authorities or who have committed grave offences and are detained under Section 53 of Children and Young Persons Act 1933. There is a high staff/child ratio, with all staff working at the common professional task, within a psychodynamic framework, without reference to the normal boundaries of their respective disciplines. This is an extremely challenging work and regular professional support is provided.
Successful candidates will join multi-disciplinary teams working under the leadership and supervision of a House Leader. Support is given by consultant staff, senior advisory staff and members of senior management.
Staff must hold one or more of the following qualifications:
RCCOs: CQSW or equivalent Social Work qualifications
Nurses: SRN, RMN, RMN (SN)
Teachers: Certificate of Education or BEd or MEd
Salaries are in accordance with the following basic scales and in all cases there is a Youth Treatment Centre allowance of £881 per annum.
RESIDENTIAL CHILD CARE OFFICERS: £7,524 - £10,107 per annum plus an Unqualified Teachers Allowance of £774 per annum.
NURSES: £6,992 - £9,916 per annum plus an Unqualified Teachers Allowance of £774 per annum.
TEACHERS: £5,442 - £8,566 per annum, plus an Extraneous Duty Allowance of £2,148 per annum; Teachers Allowance of £1,110 per annum and a Leave Supplement of £687 - £906 per annum.
In addition to the above salaries and allowance a Fringe Area Allowance of £192 per annum for Residential Child Care Officers, and £258 per annum for Teachers, is payable to non-resident staff. Single or married accommodation may be available if required, both on or off site.
The successful candidates will be required to undergo a medical examination and chest x-ray before appointment.
For comprehensive further information and application forms, to be returned by 3rd May 1985 please write to the Centre Administrator at St Charles, Mrs H Phillips, Weald Road, Brentwood, Essex CM14 4JS.
Prospective candidates are strongly advised to visit St Charles and discuss its work and should contact Mr SGT Edwards, The Director, St Charles Youth Treatment Centre, (Tel No: 0277 225884), to make the necessary arrangements. One or more half days will be arranged in due course to facilitate this. (11219)

WILTSHIRE COUNTY COUNCIL

Education Department Allington Special School, Chippenham

SENIOR CARE OFFICER

Salary: RCCO4 £7,524 - £8,262 (Unqualified)
£8,004 - £8,820 (Qualified)

Non-resident Senior Care Officer required at this weekly boarding school for children mainly of secondary school age with learning or behavioural difficulties.

Full details and application form available from (SAE please), the Headmaster, Allington Special School, Allington Way, Chippenham, SN4 4JS. Returnable by 7th May, 1985. (10224)

City of Wakefield Metropolitan District Council

EDUCATION DEPARTMENT

TEMPORARY EDUCATIONAL PSYCHOLOGIST E.P.S.1

£8,886-£14,979 (Soulbury Scale for Educational Psychologists)

Available for a fixed period of 1 year from October 1985 to cover the present post holder's secondment to a school for further training and study. Applicants should be fully qualified educational psychologists, consideration will be given to experienced applicants wishing to work part-time and to trainees completing their professional training. Further details available.
Requests for application forms (accompanied by a curriculum vitae) should be addressed to The Chief Executive, Personnel Section, Town Hall, Wakefield, to be returned by 1st June 1985. (10240)

Education Department

Senior Educational Psychologist-University Tutor

Salary £14,664-£15,963 p.a.

Applications are invited from experienced educational psychologists for the above post which is offered on a three year contract and involves full-time secondment to the University of Manchester.

The primary duty will be to plan and co-ordinate post-experience courses for educational psychologists and secondarily to contribute to the teaching on the MSc Educational Psychology Training Course. The post holder will maintain a working link with the Oldham Schools Psychological Service.

Oldham is situated within easy reach of Manchester with its excellent road and rail links to all parts of the country and is bounded by the unspoiled beauty of the Pennine Chain.

Informal enquiries to Professor P. Mittler, or Mr P. J. Farrell, Department of Education, University of Manchester, 061-273 3333 or to Mr Tweed, Assistant Director, Special Services, Oldham 061-478 4276.

Application forms/further details from the Director of Education, Education Offices, Old Town Hall, Middleton Road, Chadderton, OL11 1AA. Tel: 0161 478 6666. Closing date 3rd May 1985.

Oldham Metropolitan Borough
An Equal Opportunity Employer

MANCHESTER SCHOOL PSYCHOLOGICAL AND CHILD GUIDANCE SERVICE

Education Offices, Crown Square, Manchester M60 3BB
READVERTISEMENT

SENIOR EDUCATIONAL PSYCHOLOGIST (Multi-Cultural Education)

Salary Scale: Headteacher Group 8 - £14,664-£15,963.

We require a fully qualified and experienced educational psychologist to join a large multi-disciplinary, changing and challenging service, as a specialist in the field of multi-cultural education, and as a district team fieldworker; equal time spent on each. The post is full time and permanent within the LEA. Casual car users allowance is payable.

Application forms and further particulars are available from the Chief Education Officer, Education Personnel Office, Crown Square, Manchester M60 3BB, quoting Ref. ES8. Telephone No. 061-234 7033 or 7035. Closing date: 10th May 1985. (11221)

MANCHESTER City Council

Manchester City Council is an Equal Opportunity Employer, and we positively welcome applications from women and men, regardless of their race, ethnic or national origin, disability, age, sexuality, or responsibilities as dependants.

EDUCATIONAL PSYCHOLOGIST (Locum)

£10,659-£14,979

Applications are invited from qualified educational psychologists to cover the maternity leave of the permanent post holder. The successful applicant will work in the School Psychological Service and Child Guidance Clinic undertaking the full range of School Psychological work under the general supervision of the Principal Educational Psychologist.
For informal enquiries please telephone Mrs E. Holmes on 01-306 9428.
Application forms and further details from the Education Department Section, PO Box 52, Civic Centre, Silver Street, Enfield EN1 8XG. Telephone 01-366 9367. Closing date: 25th May 1985. Please quote reference (10240)

London Borough of Enfield

EDUCATIONAL PSYCHOLOGISTS continued

SOUTH TYNSIDE BOROUGH OF SOUTH TYNSIDE EDUCATION DEPARTMENT

EDUCATIONAL PSYCHOLOGIST (2 Posts)
Salary: £14,664 - £15,963 p.a.
Applications are invited from professionally qualified Educational Psychologists for the above posts. The successful applicant will work in the direction of the Principal Educational Psychologist and will become a part of a team of six Educational Psychologists. Candidates should possess the following qualifications:

- (i) A teaching qualification.
- (ii) Not less than two years teaching experience.
- (iii) Successful attendance at a recognised Post Graduate Training Course in Educational Psychology.
- (iv) Application forms and further details are available from the Chief Personnel and Manpower Services Officer, Oldham Hill, Westgate Village, South Shields, South Shields, Tyne and Wear, NE34 9BB. Tel: 0191 264 9551. Closing date 3rd May 1985. (260000)

LEICESTERSHIRE COUNTY COUNCIL

An Equal Opportunity Employer

PRINCIPAL EDUCATIONAL PSYCHOLOGIST

Salary: Burnham Gp. 10 (£16,824 - £19,141)

Applications are invited from fully qualified Educational Psychologists for this post in charge of the Educational Psychology Service. Candidates should have sound teaching experience as well as experience at a senior level in an educational psychological service. The Principal Educational Psychologist will work with the County's advisory staff to ensure that the service makes a major contribution to the work and development of the education system in Leicestershire as well as linking closely with the Child and Family Guidance Service.
Application forms and further details are available from the Director of Education, County Council, County Hall, Glenfield, Leicester LE5 8RP.
Closing date May 3rd 1985. (07919) 560000

School Psychological Service Re-Advertisement

EDUCATIONAL PSYCHOLOGIST

Soulbury £10,659-£14,979

A vacancy exists for an Educational Psychologist to join the South West Essex Area team based in Grays.

Applications are invited from qualified teachers with classroom experience who have successfully completed a recognised course of professional training in Educational Psychology. Applications from persons who are currently completing their course of training will be welcomed. A commitment to a team approach to service delivery is essential.

Closing date: 3rd May, 1985.
Previous applicants will automatically be considered.
General relocation allowances are payable in approved cases.
Application forms and further details available (e.g. please) from the County Education Officer (P.O. Box 47, Thurrock House, Market Road, Chelmsford CM1 1LD. Telephone: (0245) 267222, ext. 2628. (13508)

ESSEX County Council

SOCIAL SERVICES DEPARTMENT

ARDALE C.H.(E), Grays Essex

We require two Teachers/Instructors for the following:

Salary Scale
Teacher, Burnham Scale, plus £1110
C.H.(E) Allowance, plus £2577
Extraneous Duty Allowance, plus £285
London Fringe Allowance.

or
Instructor, Schedule 9, £5571 - £6732 plus
£2577 Extraneous Duty Allowance and
£285 London Fringe Allowance.
(Schedule 10 in special cases).

Painting and Decorating Teacher or Instructor

Applicants must be either qualified teachers of technical subjects or substantially qualified craftsmen from the Painting and Decorating trade. The person appointed will instruct small groups of boys aged 17 plus and will be expected to carry out a number of painting and decorating projects around the 40 acre estate of Ardale.

P.E. and outdoor pursuits Teacher or Instructor

We are seeking a young person for the autumn term prepared to accept a challenge. This post will offer the opportunity to take small groups of boys in a variety of P.E. and outdoor pursuit activities. The person appointed would have responsibility for the co-ordination of all physical activities within the school. The school has its own gymnasium and swimming pool together with Rugby, Football and Cricket pitches. Canoeing and camping is regarded as an integral part of the broad educational experience offered to all boys.
The successful applicant will be obliged to undertake an average of fifteen hours per week Extraneous Duties in one of the four House Units, for which the standard payment is made.
Unfurnished accommodation may be available if required, but residence on the campus is not a condition of service and applicants may live out.
The Principal of Ardale, Mr R. Smith will be pleased to discuss the post in person (0173 3371) and arrange an informal visit for interested applicants.
Application forms available from the Director of Social Services, 99 The Grove, Stratford, London E15 1NR to telephone (0151) 2099 (24 hour answering service). (10240)
Closing date 3rd May 1985.

Examiners

THE SOUTH-EAST REGIONAL EXAMINATIONS BOARD

CERTIFICATE OF SECONDARY EDUCATION

CHIEF EXAMINER, 1986 INTEGRATED SCIENCE
Applications are invited from teachers with appropriate qualifications and not less than 2 years' first-hand experience of C.S.E. for appointment to the above post.

The Chief Examiner will take full responsibility for the 1986 examination and the post will commence on 1st September, 1985.
Completed applications should be sent at once but certainly not later than 6th May, 1985.
Application forms and further particulars are obtainable (please supply stamped address and return envelope) from the Secretary, The South-East Regional Examinations Board, 112 Mount Soling Road, Royal Tunbridge Wells, Kent TN11 1EU. (195925) 600000

Teacher/Social Worker

Salary Burnham Scale 3 £8,412 - £11,709 or SW3 £9,771 - £11,373 p.a. inc.

This newly created post for a person qualified or experienced in both Social Work and Teaching is an opportunity for a person with enthusiasm, insight and commitment to join an interdisciplinary project involving two linked schools (High School 11 - 13 and Senior High School 13 - 18), Social Services, and Youth and Community Services.

The post will involve co-ordination of work with other agencies as well as direct work with pupils who are disaffected and with their families.

The person appointed should welcome the opportunity to work in a school/social work environment. Please quote ref: P 6710.

Application forms and further details from Director of Social Services, Leyton Town Hall, High Road, London E10.
Closing date: 6th May, 1985. (10240)

AN EQUAL OPPORTUNITY EMPLOYER
Applications are considered for their suitability for the post regardless of disability, sex, race and marital status.

WELSH JOINT EDUCATION COMMITTEE CYD-BWYLLGOR ADDYSO CYMRU

Applications are invited from persons with experience in Higher Education, and from other persons with recent experience of teaching for the following appointments:

GENERAL CERTIFICATE OF EDUCATION

Advanced Level
1985 Assistant Examiners in English, French, Geography, Mathematics
Ordinary Level
1985 Assistant Examiners in English Literature
GCE/GSE COMMON SYLLABUS
1985 Joint Chief Examiner in Computer Studies
1985 Assistant Examiners in Chemistry, Mathematics

CERTIFICATE OF SECONDARY EDUCATION

1985 Assistant Examiners in Computer Studies, General Science, Physics
1985 Visiting Examiners in Needlework

Further particulars and applications to be returned by 5 May 1985 may be obtained from G. Lloyd Jones, Secretary, Welsh Joint Education Committee, 205 Western Avenue, Cardiff CF10 2YF. A stamped addressed envelope must be enclosed and the outer envelope should be marked Examinations. (13574)

UNIVERSITY OF CAMBRIDGE LOCAL EXAMINATIONS SYNDICATE

SCIENCE: O - LEVEL

Assistant Examiners are required to mark Science examination papers between late November 1985 and mid January 1986. These papers contain elements of Physics, Chemistry and Biology.

Applications should be between 25 and 65 and have had a minimum of three years' teaching experience.

Application forms can be obtained by writing to:

The Secretary (Ref. EX/R/Sci), University of Cambridge Local Examinations Syndicate, 1 Hills Road, Cambridge CB2 3RQ. (10240)

LONDON BOROUGH OF NEWHAM

